REPORT ON POPULAR EDUCATION

IN THE

PUNJAB AND ITS DEPENDENCIES

FOR THE YEAR

1883-84.

BY

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READ—

The Report on Popular Education in the Punjab during the year 1883-84, submitted by Mr. D. C. J. IBBETSON, Officiating Director of Public Instruction, and received on 16th September 1884.

REMARKS.—The results of the Educational work of the past year have been very satisfactory, and the Lieutenant-Governor desires to congratulate Colonel Holroyd and the Officers of the Department on the substantial progress which has been made. The number of institutions rose from 2,133 to 2,227, and the number of scholars from 116,070 to 125,906. This shows an increase of nearly 10,000 above the numbers of 1882-83; which were by more than 2,000 the highest ever reached in the Punjab. The increase in the number of scholars has occurred in almost every grade and class of institution, and is particularly marked in the case of College education. The expenditure on education rose from Rs. 16,26,000 to Rs. 16,73,000, or by one-third only of the proportionate increase of scholars, while the receipts from fees have increased by 17 per cent., or in a ratio more than twice as great as the increase in the number of students under instruction. Of the total expenditure Rs. 12,31,000 are devoted to meet the cost of Government institutions, and Rs. 4,42,000 that of Aided Schools and Colleges, 6½ lakhs of rupees being contributed from Provincial Revenues, 4½ lakhs from Local Funds, 1⅔ lakhs from Municipal Funds, 1¾ from endowments and the private sources of Aided Schools, while the balance is made up by the realization of 1½ lakhs from fees. The grant for education made from Provincial Revenues was increased from Rs. 6,61,000 in 1882-83 to Rs. 6,85,000 in 1883-84, and stands at Rs. 7,04,000 for the present year; the sum provided for grants-in-aid to schools has similarly been increased from Rs. 1,94,900 to Rs. 2,20,000, and Rs. 2,50,000. The actual maintenance of institutions, including the provision of 7 per cent. for scholarships, absorbed 79 per cent. of the funds available, and the remaining 21 per cent. was devoted to the cost of direction and inspection, and to the maintenance of the University, of scholastic buildings, and of the Educational Press. The progress made in 1883-84 is all the more satisfactory as there is every reason to believe that it is not merely numerical, but that there has been a steady advance in quality as well as in quantity.

2. In reviewing the Reports of the previous two years the Lieutenant-Governor has fully recorded his views on the subject of the principles to be adopted for the development of popular education in the Punjab, and of the measures which should be taken to place public instruction on a really sound and wide basis. Towards the close of the past year His Honor took advantage of the publication of the Report of the Education Commission to explain his opinions at still further length in a series of letters on the various important questions connected with the education of the Province. These letters are now in the hands of all officers; and as it is impossible within the limits of a Review to discuss with any fullness the matters treated in them, His Honor will defer the further consideration of these until the details have been worked out by the Director of Public Instruction and are ready to be carried into practical effect. Owing to various reasons, and in particular to the circumstance that it was desirable to await the issue of the Report of the Education Commission before taking action with regard to one or two principles of importance, the progress made in the directions indicated in the Reviews of the last two years has not been so great as was anticipated. In the end, however, this will probably prove to be an advantage rather than a drawback, if the different questions are now vigorously taken up, as opportunity has thus been afforded for investigation and consideration. It will be convenient, perhaps, to note here the present state of the principal questions under discussion, and in particular those relating to the levy of fees, the grant of scholarships, and the inclusion of Indigenous Schools in the educational system of the Province.

3. On the last subject a Report, prepared by Colonel Holroyd in accordance with the instructions contained in the Review of last year, and in anticipation of the special remarks which were conveyed to him in connection with the Report of the Education Commission, is now in Press, and will shortly be submitted for final consideration. The Lieutenant-Governor observes with satisfac-

tion that in some districts, such as Jhelum, Peshawar, Mooltan and Muzaffargarh provision has already been made by the Local Bodies for grants-in-aid to Indigenous Schools, and that during the year under review grants have actually been made in a few cases with successful results. His Honor notices that it is stated by the Inspector of Schools in the Rawalpindi Circle that in one instance in which a grant was made to an Indigenous School popular support was immediately withdrawn from the institution, on the ground that it was about to be taken up by Government. This circumstance was due, no doubt, to the unfortunate policy of the past, by which so many of the best Indigenous Schools were absorbed into the Government system, and were thereby deprived of their characteristic features ; but it is not likely that a similar line of action will be adopted by the people in such cases if they clearly understand that the old policy in this respect has been formally abandoned. Indeed the evidence from other parts of the Province, which tends to show that the unwillingness of the people to pay fees to Government is due in a measure to the fact that they already pay some sort of fees, in kind or cash, to the teachers of successful pupils, would seem to prove that the system of grants-in-aid is understood by the villagers, and there would appear to be no reason why they should misunderstand the application by Government to their schools of the principle which they in some degree already apply to Government Schools, provided it is made clear to them that the nature and character of their institutions will not be changed thereby. In this matter, as in others, Government must be content with small beginnings, and it will be desirable to work with regard to it through the local agencies as far as possible. During the year arrangements have been made for the award of High School scholarships solely in accordance with the results of the Middle School Examination, which has been undertaken by the University and will be conducted in future under the auspices of that body. The award of Arts Scholarships by the University is still under discussion, but the rules which it is proposed to issue on the subject will doubtless come into force before the University Examinations of next year are held. The question of the award of Middle School Scholarships in accordance with the results of the Upper Primary Examination will shortly be laid before Local Bodies, from whose funds these Scholarships are supplied. The High School Scholarships, which are at present given from Provincial Revenues, but which will be localised under proposed arrangements, will be assigned in each Division according to the results of the Middle School Examination, a certain proportion of the numbers being reserved for boys of each district. The Scholarships will be of two classes—ordinary, of a value of 4 per mensem, and prize, of a value of Rs. 6 per mensem. They will be divided between Anglo-Vernacular and Vernacular students in the ratio of the numbers who pass the Middle School Examination on the two sides, and will be tenable in any Government or Aided High School. They will usually be held for two years, but in the case of lads who pass the examination in the vernacular and who may subsequently elect to take up the study of English, the period of tenure will be prolonged to three years. As regards fees it may be noted that since the close of the year under review an adequate scale has been drawn up for adoption in colleges, and that final proposals for the levy of fees in schools have been recently circulated for opinion. In all cases it is proposed to introduce the new rates of fees gradually, according as students are promoted from the classes in which they are now placed. Progress has also been made during the year towards placing the education of females in the Punjab on a sounder basis. A very valuable Report on the subject was submitted by Mrs. Steel, who was good enough to undertake the examination of the principal girls' schools at Delhi, Ludhiana, Amritsar, Lahore, and elsewhere ; and the recommendations of the Officiating Director of Public Instruction, based upon the suggestions contained in this Report, have lately been forwarded to all persons interested in the question for opinion. On all the above matters the Lieutenant-Governor has received valuable advice and assistance from the Punjab University.

4. The account which is given in section B of chapter I. of the present Report of the state of education in each district is an interesting one, and it will doubtless be of much practical value to District Officers. The Lieutenant-Governor is, however, of opinion that it is not necessary to publish such Reports annually, and that they serve a more useful propose when they are published

triennially, or at least after the lapse of a period sufficient to enable it to be seen whether the results of any particular year are of a permanent nature or not. On the present occasion the Reports have not all been written on the same lines, and it will therefore be convenient to publish similar accounts next year under such instructions as the Director may see to fit issue. After that they may be deferred till the year 1887-88. It is satisfactory to observe from these Reports that an increased interest in education is being taken by Deputy Commissioners and their Assistants, including Tahsildars, as well as by Local Bodies, and His Honor trusts that the Officers of the Punjab will take every opportunity of advancing education by all legitimate means within their power. Judged by the standard of the proportion of the population receiving primary instruction, which is undoubtedly the most important test of a desire for education, it would appear that more ought to be done to develope village schools in all districts below Umballa in the table printed at paragraph 8 of the present Report. The Lieutenant-Governor is satisfied that this fact will not escape the notice of the Deputy Commissioners of the Districts concerned, and that as far as local circumstances will permit, the necessary action will be taken to bring about the desired improvement. The provision of grants-in-aid for indigenous schools is also satisfactory, as has already been noticed, and every effort should be made to afford encouragement to schools, such as that mentioned in the Ludhiana District, started by Native gentlemen to supply the wants of their class. It is not clear from the Report on the Delhi District whether a grant-in-aid has been given to the low-caste schools of the Mission of the Society for the Propagation of the Gospel, or has been refused, and if refused, whether that was because the funds assigned for this purpose have already been fully utilised, or because some doubt exists as to whether the schools are suitable for grants-in-aid. The Lieutenant-Governor, however, thinks that there need be no doubt on this point. Such schools are educationally of considerable importance, and special attention has been drawn to them by the Education Commission ; and as soon as the new rules for grants-in-aid are introduced, they should certainly be admitted to the benefit of them in the same way as all other kinds of schools, provided they comply with the conditions therein laid down. If a grant-in-aid has already been made to the schools, they should be inspected and reported on precisely in the same manner as other institutions. It is to be regretted that in two or three of the District Reports the statement should be made that the rules of the Department regarding the establishment of Middle Schools, the addition of English classes, and the award of scholarships are not in all cases observed by Local Bodies. This is probably due to the fact that no educational handbook has ever yet been published for the Punjab, and that hitherto the principles by which Local Bodies are bound in administering educational funds have never been promulgated in a convenient form. Steps have now been taken with regard to both of the above matters ; and when instructions for the guidance of Local Bodies are available in a simple practical shape, it will be the duty of all Deputy Commissioners to see that compliance with them is duly observed.

5. *University Education.*—The number of scholars in the two Arts Colleges of the Province rose during the year from 113 to 152. This increase may be considered very satisfactory, and the Lieutenant-Governor is glad to see that the number on the rolls of St. Stephen's College, Delhi, has risen from 10 to 24. The entries for the Government College, Lahore, since the close of the present year are, it is stated, far in excess of the highest number ever reached before. The results of the Entrance Examination show an increasing preference of the Punjab test to that of Calcutta, and it may be expected that the preparation of pupils for the dual examination will cease in no long time. Of 438 candidates who presented themselves for the Entrance Examination on the Arts side 171 were successful, and of 56 on the Oriental side 29 were successful. For the Intermediate, B. A., and M. A. Examinations the number of successful candidates was 32, 9, and 3 as against 18, 6 and 3 in 1882-83. Three candidates were successful in the Examination of Bachelor of Oriental Literature ; but the results in the Intermediate Examinations on the Oriental side and in the Examination of Master of Oriental Literature were not so good as last year. Of the candidates for the Entrance Examination on the Arts side 385 were sent up from Government and Aided Schools, and of these 180 passed ; on the

Oriental side 17 of the 26 successful candidates come from Government Vernacular High Schools. The question of the variation in the standard of the Punjab University Examinations will doubtless be laid before the Senate by the Director of Public Instruction or the Principal of the Government College, and it is not necessary to enter on a discussion of the matter in the present place. The account of the Oriental College given by Mr. Ibbetson is interesting, and places the real objects of that institution in a clearer light than has ever been done before. The Lieutenant-Governor is glad to be assured that the University is fully alive to the necessities of the case as regards this College, and that a Committee of Visitors has been appointed for the institution, and the conditions of admission and of the award and tenure of scholarships have been definitely fixed. Since the close of the year the Professors of Arabic and Sanscrit at the Lahore Government College have been transferred to the staff of the Oriental College, and the students of the former institution will attend the classes of the latter for instruction in Oriental languages.

6. *Secondary Education.*—The number of Secondary Schools in the Province has increased from 231 to 237 during the year, and the number of scholars from 6,760 to 7,700. The number of Government High Schools is now 25, of which 3, *viz.*, those at Delhi, Ludhiana and Jullundur, have hitherto maintained a vernacular side. The number of Anglo-Vernacular Middle Schools is 76, and of purely Vernacular Middle Schools 128. The success of the candidates from these schools at the various Entrance Examinations has already been noticed. The number of students who presented themselves for the Middle School Examination was 2,080, of whom 1,224 were successful, the failures on the Anglo-Vernacular side being far more numerous in proportion than those on the Vernacular side. Mr. Ibbetson is of opinion that the time has now come when a substantial increase can be made in the scale of fees levied in Government Secondary Schools. The Lieutenant-Governor has long held this view, and, as noted above, preliminary orders have already been issued for raising fees in these cases. It is extremely satisfactory to be able to record that the Inspector of the Lahore Circle considers that a steady solid progress is being made in all classes in the Secondary Schools under his charge, and a similar advance is doubtless taking place in the other circles of the Province also. It was only to be expected that with the spread of the knowledge of English, and of the appreciation of the greater advantages which this confers in securing lucrative employment, the Vernacular classes of High Schools should gradually cease to exist, as is reported to be the case already at Delhi and Ludhiana; but the Lieutenant-Governor thinks that this is nevertheless to be regretted. The proposals made by Mr. Ibbetson for the formation of special classes for the study of English appears to His Honor to be well worth considering, and a detailed report should be submitted on the subject. The question of the amount of Persian taught in the present courses of the Secondary Schools of the Province has already been raised by the Education Commission, and will be considered in connection with the general subject of secondary education, when a reply is received to the letter in which the views of the Lieutenant-Governor on this portion of the Punjab Educational policy were expressed. It is to be regretted that the rule which forbids *Government* Middle Schools being started without the sanction of the Director, should have been disregarded in some cases in the past. On this point the further report promised by Mr. Ibbetson will be awaited; but meanwhile the Lieutenant-Governor must insist on strict observance of the rule by all Deputy Commissioners and Local Bodies. The special report which was called for on the subject of the Boarding Schools of the Province should be submitted now with as little delay as possible. The Director of Public Instruction will no doubt arrange with the Senate of the Punjab University for the prompt publication of the results of the Middle School Examination in future.

7. *Primary Education.*—The development which has taken place during the year in the Primary Schools for boys is extremely satisfactory, and for the first time since the creation of the Educational Department of the Punjab more than 100,000 boys have been under instruction at one time in the schools under Departmental management and inspection. The actual increase in the number of boys in Primary Schools has been 8,057, or 8·3 per cent., and the increase in the number

of Schools 68. These results are due in a large measure to the policy of assigning money from Provincial Revenues for the establishment of new Primary Schools on condition of an equivalent sum being provided from local sources. By this means 115 new schools have been or will be opened, and the Lieutenant-Governor trusts that he will be in a position to extend this system still further as soon as the finances of the Province recover from their present state of depression. The expenditure on primary education has increased by 3 4 per cent., and now amounts to 46 per cent. of the whole direct expenditure on educational institutions. Of the cost of primary education 12 per cent. is borne by Provincial Revenues, 52 per cent. by Local Funds, and 14 per cent. by Municipal Funds. The progress made has extended to nearly all the districts of the Province ; a substantial increase has taken place in the realizations from fees ; and the Inspector's report that a steady improvement is visible in the instruction imparted in Primary Schools. As pointed out by Mr. Ibbetson it must never be forgotten, in considering what educational policy is the most suitable for the Punjab, that at present only 10·2 per cent. of the boys under instruction in Government, Aided and Indigenous Schools go beyond the lower primary stage, and that only 3·4 per cent. proceed beyond the upper primary standard. In the Review of the Report of 1881-82 attention was drawn to this fact by the Lieutenant-Governor, and it was pointed out that the dissemination of the elements of instruction must for the present be regarded as the most important aim. But in order to attain this effectually it is necessary, as observed by the Education Commission, that the standards of the Punjab primary course should be simplified as far as possible. This question will be fully discussed in connection with the recommendations of the Commission on the subject of primary education ; but Sir Charles Aitchison would express his general concurrence with the views on this point which have been put forward by the Officiating Director of Public Instruction in paragraphs 94—98 of the present Report. His Honor is disposed to think that the adoption of a separate village standard would be a good move to make with the view of obtaining the above object, and he would have no objection to instruction up to such a standard being given in any dialect that the Local Bodies may choose as in the case of Indigenous Schools. The case, however, of Government Schools in which the ordinary educational course is taught is different ; and in these it is desirable that uniformity should be maintained as far as possible, especially where the course in the Primary Department leads up to higher education. To take the case in the Rohtak District, which is mentioned in the present Report. If the boys who were receiving instruction in Mahajani were in the habit of leaving school on the completion of that course, and there was no prospect of usefully inducing them to pursue their studies further, then there was no objection, the Lieutenant-Governor considers, to their instruction in Mahajani as a course complete in itself. If, however, the course which they were reading was part of the general educational course, and intended to lead up to higher instruction, the Deputy Commissioner was probably right in seeking to substitute Hindi for Mahajani. The whole question as it appears to His Honor turns upon the above consideration ; and in the case to which Mr. Ibbetson alludes in paragraph 97, permission to establish a Gurmukhi class was refused because it was understood that the boys in the school in question were reading a part of the course of the general educational system of the Province, and might proceed in due time to the higher grades of instruction. As regards the teaching of English in Primary Schools, the Lieutenant-Governor is prepared to agree generally with the views expressed by Mr. Ibbetson. Aided Schools must of course be left free in the matter ; but His Honor would have no objection to a rule requiring the previous approval of the Department to the instruction of English in Government Primary Schools, and prescribing the levy of special fees in English classes, if this is considered desirable by the Officers of the Department. The question of raising school fees and exempting certain classes from payment will be considered when replies are received to the proposals already formulated and circulated for opinion.

8. The testimony borne by the Inspectors of Schools to the improvement in the standard of School Masters effected by the Central Training College and Normal Schools is very gratifying. Special attention has been directed to these

institutions by the Education Commission, and the Lieutenant-Governor trusts that no efforts will be spared to make them really efficient for the purpose for which they have been created. The recommendation that the outlying Normal Schools should be visited at intervals by the Principal of the Training College is approved ; and as regards Rule XXI (3), of the rules to which allusion is made in section 112 of the Report, His Honor agrees with the Director that the principles of teaching should form a subject of instruction in the junior as well as the senior classes of the Training College. The Lieutenant-Governor will be prepared to consider the proposal that an Assistant should be added to the staff of the Mayo School of Arts, when this has been thoroughly worked out. It is understood that all articles produced by the School are sold for their full value, and the income realized from sales should be shown in future in the annual returns. The attention of the Municipal Committee of Hoshiarpur should be drawn to the fact that it is desirable that the boys in the local School of Industry should be instructed at least in the elements of reading and writing.

9. The subject of female education is being considered separately in connection with the Report of Mrs. Steel and the recommendation of the Education Commission, and it is not necessary to enter here upon the questions regarding it which are raised in the present Report. The question of the maintenance of the female schools managed by Bedi Khem Singh, in the Rawalpindi and Jhelum districts, will be considered with the general subject. Meanwhile the efforts of those locally interested in the matter should be directed to the necessity of the improvement of these schools.

10. The code for European Schools, revised so as to meet the needs of this Province, has been submitted to the Government of India for approval, and on receipt of sanction its provisions will be at once extended to all schools which have been started during the last two years, and to any others which may be willing to accept it at once. On the expiry of two years it will be brought into force in the case of all schools. The unsatisfactory condition of the Bishop Cotton School at Simla, which was noticed in the Review of last year, has formed the subject of separate correspondence with the Governors of the Institution, and it is hoped that steps will be taken to improve the efficiency of the school. The scheme for the reorganization of the Wards School at Umballa has been completed since the close of the year, and it will now be shortly published.

11. Fair progress is now being made by the Text Book Committee, and the Lieutenant-Governor trusts that much will be done in this direction during the approaching cold weather. The acknowledgments of the Punjab Government are due to Mr. Dick and Maulvi Muhammad Hussain for their labours in preparing selections in prose and verse from the standard writers in Urdu and Persian, and to Mr. Pearson for his offer to write while on furlough the portion of the Educational Manual which will deal with inspection. The arrangements for the publication and distribution of school books need not be discussed in the present Review. The final Report on this subject is awaited from the Director of Public Instruction. It is noticed that no list of prizes and special scholarships given by private donors has been appended to the present Report, but His Honor does not doubt that the liberality observable in this respect in 1882-83 has been maintained in the past year also. In future Reports a statement of the encouragement offered to education by the above means should be supplied by the Director of Public Instruction. Sir Charles Aitchison observes that Rai Mela Ram has announced his intention of paying a sum of Rs. 30 per mensem for the purpose of creating an endowment fund for the school in which his son is being educated, and he desires that his best thanks may be conveyed to that gentleman for his liberality. The Lieutenant-Governor would be glad to see the example set by Rai Mela Ram followed by other gentlemen of wealth and position, who may well take the opportunity of acknowledging the benefit derived by their children from State education by assisting to provide towards the education of the sons of the poorer classes.

12. There are a few miscellaneous matters in the present Report which appear to the Lieutenant-Governor to call for a brief notice. It was never intended that the services of the Assistant Inspector attached to the Derajat Circle should

be restricted to the districts of the Derajat Division alone. On the contrary, there are obvious objections to this, and the Officiating Director of Public Instruction will doubtless issue the necessary orders for the alteration of the existing state of things. His Honor agrees with Mr. Ibbetson that the work of the Educational Department is at present far too much centred in the Office of the Director, and he will be glad to learn that steps have been taken to correct this. Measures should also be adopted to secure, if possible, more reliable information regarding the employment obtained by students on leaving school and college.

13. In conclusion the Lieutenant-Governor desires once more to record his obligations to the Punjab University in educational matters. The general educational work of the Province during the past year may be fairly held to be a subject of just congratulation to Colonel Holroyd and the Officers of the Department, to whom, and to all Officers of other Departments who have taken an interest in its progress, the best thanks of His Honor are due. The present Report is an excellent one in every respect, and Sir Charles Aitchison is much indebted to Mr. Ibbetson for it.

ORDER.—Ordered that the above Remarks be printed and circulated with the Report as usual.

Also that they be published in the *Punjab Government Gazette.*

Also that they be forwarded to the Government of India in the Home Department with the usual number of the copies of the Report.

By order of His Honor the Lieutenant-Governor,

H. C. FANSHAWE,

Offg. Junior Secretary to Government, Punjab.

Punjab Government Secretariat Branch Press, Simla.—30-9-84.—40.

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COMPARATIVE ABSTRACT, 1882-83 AND 1883-84.

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Introduction and general summary.

Head		Number of Institutions		Number of Scholars		Expenditure		Percentages of 1883-84 on 1882-83	
		1882-83	1883-84	1882-83	1883-84	1882-83	1883-84	Scholars	Expenditure
						Rs.	Rs.		
Arts Colleges ...		2	2	113	152	59,965	62,444	134·5	104·1
Technical Colleges and Schools for boys ...		11	11	566	582	51,832	54,043	102·8	104·3
Secondary Schools for boys ...	English ..	102	109	3,829	4,558	2,58,667	2,76,127	119·1	106·8
	Vernacular	129	128	2,933	3,144	57,245	53,006	107·2	92·7
	Total ...	231	237	6,762	7,702	3,15,912	3,29,133	113·9	104·2
Primary Schools for boys ...	English .	206	220	24,490	26,980	2,01,261	2,23,619	110·2	111·1
	Vernacular	1,353	1,409	74,206	79,921	2,85,397	2,91,139	107·7	102·0
	Total ..	1,559	1,629	98,696	106,901	4,86,658	5,14,758	108·3	105·8
Total institutions for males ...		1,803	1,879	106,137	115,337	9,34,367	9,60,378	108·7	102·8
Special Schools for girls ...		4	6	110	191	14,767	12,712	173·6	85·9
Secondary Schools for girls ...	English ...	5	5	23	17	6,721	8,956	73·9	133·3
	Vernacular	...	1	...	3	...	220	...	...
Primary Schools for girls ...	English ..	16	21	721	835	69,010	85,420	115·8	123·8
	Vernacular	305	315	9,082	9,523	73,159	80,813	104·9	110·5
Total institutions for girls ...		330	348	9,933	10,569	1,63,657	1,88,101	106·4	114·9
Grand total of institutions ..		2,133	2,227	116,070	125,906	10,98,024	11,48,479	108·5	104·4
Scholarships ...		...	...	...	...	1,14,448	1,23,129	...	107·6
Other charges ...		...	...	...	...	4,13,533	4,01,665	...	97·1
Grand Total ...		...	...	...	...	16,26,005	16,73,273	...	102·9

Details	Percentages of 1883-84 on 1882-83
Expenditure from Provincial revenues	97·3
" " Municipal Funds	106·0
" " Local "	101·2
Income from fees	117·2
Number of Musalmán scholars	108·2
" Hindú "	107·9
" Sikh "	109·8
Number learning English	110·[illegible]
Number in Aided institutions	103·9
" Government institutions	109·3

CHAPTER I.

INTRODUCTION—GENERAL STATISTICAL SUMMARY OF THE YEAR'S OPERATIONS.

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SECTION A.—INTRODUCTION AND GENERAL SUMMARY.

The Report.

1. The report upon Public Instruction in the Punjab for the year 1883-84 which I now have the honour to submit was due at the press on the 12th August. On that date the printing of the appended tables was complete; but the manuscript of the text was only sent to press on the 18th of August, or six days behind time. The style of printing has been changed; and it would have been well had a longer time than usual been allowed, instead of a shorter. But Government is aware of the circumstances under which I have been carrying on my work of late; and they will, I hope, be considered a sufficient reason for the delay. Those circumstances, combined with the fact that I have only had charge of the Department for the last four months, and those hot-weather months, must also be my apology for the very perfunctory nature of the present report, which consists chiefly of statistical summaries, and of extracts from the reports of the Inspectors of Schools. It was found impossible to introduce during the present year the revised forms of educational returns prescribed by the Government of India in October last,* and the statistical tables are therefore based upon the old system, under which a High school with Middle and Primary departments is shown as three separate schools. Next year the new forms will be used. Meanwhile I have arranged the present report in accordance with the scheme prescribed in the resolution quoted above. The new arrangement is in many respects an improvement upon the old one, though still, to my mind, by no means satisfactory. The Inspectors' reports, however, have been framed upon the old model, and consequently my extracts from them are not infrequently disconnected and fragmentary. Before the time arrives for writing next year's reports, I propose to furnish Inspectors with a scheme of the new subject-headings as a guide in their preparation. It will not, of course, pretend to be exhaustive; but it will secure a degree of uniformity in the arrangement of subjects which will much facilitate the preparation of the Provincial report, and will ensure that points of importance are not overlooked. In dealing with statistics in

* Punjab Government order No. 344 of 19th December 1883.

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The Report.

the body of the report, I have as far as possible presented them in the shape of percentages. These figures are, it is true, deducible from the tables, but they are not immediately apparent; and they are the only form in which two sets of statistics can be compared with any real significance. It would have been still better had the percentages been thrown together into tabular form; but I have not had time to arrange for this being done on the present occasion.

The year under report.

2. The year under report will in one respect constitute an epoch in the history of Public Instruction in the Punjab; for towards the end of 1883 the report of the Education Commission appointed by the Government of India in 1882 was published; while during the first three months of 1884 Sir Charles Aitchison's orders upon the recommendations of the Commission were communicated to the Director. The broad lines of policy indeed had been already laid down; but advantage was taken of the occasion to emphasize and to develop in greater detail and with more precision the changes which His Honour wished to see effected in the present administration of the Department, and the objects which he desired should be kept most particularly in view for the future. Something had already been done in carrying out the views of the Lieutenant-Governor; something further was effected, and more was under consideration during the year, and will be noticed in its proper place; but generally it may be said that practical effect has still to be given to the orders now issued, and that the manner of carrying them out and the results that spring from them will fall to be described in future reports. In other respects the year was not an eventful one from an educational point of view, being chiefly marked by steady and general extension of the operations of the Department, by a further development of the functions of the Punjab University as an independent Board of Education, and by a new departure in the matter of the inspection of native girls' schools.

State of education at the close of the year.

3. The British territory of the Punjab includes a total population of 18,850,437 souls, of whom 10,210,053 are males; while of these again, 2,665,015, or 26 per cent. or one in 3·85, are between 5 and 15 years old, or of school-going age; while 1,421,989, or 14 per cent. or one in 7·14, are between 5 and 10 years old, or of age to be at a Primary school.* Out of this population we had on the 31st March 1884 in attendance at our 1,878 educational institutions for males, 115,318 boys, or 1·13 per cent. or one in 89 of the total male population, and 4·33 per cent. or one in 23·2 of the male population of school-going age. On the other hand, we had in attendance at our 1,629 Primary schools for males, 106,901 boys, or 7·53 per cent. or one in 13·3 of the total number of boys who should be at a Primary school. Of the total number, 0·37 per cent. were Europeans and Eurasians, 0·3 per cent. were Native Christians, 52·5 per cent. were Hindús, 37·8 per cent. Muhammadans, 8·6 per cent. Sikhs, and 0·67 per cent. "others."

Of boys of a school-going age one in 2·7 among Christians, one in 16·3 among Hindús, one in 15·4 among Sikhs, and one in 35·1 among Musalmáns were at our schools; while, if the scholars at indigenous schools as ascertained in 1882-83 be added, there was one Hindú lad in 11·4, one Sikh in 9·24, and one Musalmán in 10·4 receiving instruction of some sort. So again, of boys of an age to be at a Primary school, there was one in 2·45 among Christians, one in 9·08 among Hindús, one in 8·64

* The Primary school-going age would be more properly fixed at between 6 and 11 years old; but the alteration would only very slightly reduce the numbers.

Chap. I, A, 3.

Introduction and general summary.

among Sikhs, and one in 20·4 among Musalmáns in attendance at our Primary schools; while, if indigenous schools be taken into account, the proportion becomes one in 6·2 for Hindús, one in 5·0 for Sikhs, and one in 5·8 for Musalmáns.

State of education at the close of the year.

4. The total number of male scholars was distributed as follows:—

Grade of instruction	Numbers	Percentages	
Colleges and Special Schools	715	0·3	0·6
High Department	928	0·4	0·8
Middle "	6,774	2·7	5·8
Upper Primary Department	17,110	6·8	14·8
Lower " "	89,791	35·8	78·0
Total Government and Aided institutions ...	115,318	46·0	100·0
Indigenous schools (1882-83)	135,384	54·0	
Total school population ...	250,702	100·0	

These figures bring out in the strongest relief what I look upon as the cardinal fact of our educational statistics, the consideration of which should influence our whole educational policy. It is that, while of boys receiving some sort of instruction only 10·2 per cent. go beyond our Lower Primary and only 3·4 per cent. beyond our Upper Primary standard, no less than 78·0 per cent. of even the boys in our own schools stop short at the former, and as many as 92·8 per cent. at the latter. So, of the 6·6 per cent. of our scholars who are reading in Secondary schools, only 12 per cent. ever pass beyond the Middle school into the High department of our schools. I shall return again to this point, and to the conclusions which may be drawn from it.

5. The state of female education in the Punjab may be briefly summarised by saying that, out of a female population of an age to go to school numbering 2,116,434, we teach in our schools 10,569 girls, or one in 199; of which number 10,358, or 97 per cent., are in Primary schools. Among Hindús the above proportion rises as high as one in 221, and among Musalmáns to one in 308; while among Sikh girls of a school-going age, one in every 58 is at school.

Expenditure during the year.

6. To effect these results we have spent sixteen and a quarter lakhs of rupees, of which six and a half have come from Provincial revenues, some four and a half from Local and one and two-thirds from Municipal Funds, a lakh and a half from fees, and nearly a lakh and three-quarters from endowments and the private resources of Aided schools. Of the whole about 10·1 per cent. was spent on direction and inspection, some 5·6 per cent. on buildings, about 1·3 per cent. on the University, 5·6 per cent. was nominal expenditure on the Book Depôt and Educational Press which is more than covered by receipts, and the remaining 79·3 per cent. was expended on the maintenance of institutions, 7·4 per cent. being debited to scholarships. The following approximate figures are instructive:—

1	2	3	4	5	6	7
Class of Institution	Net cost of maintenance after deducting Fee income	Scholarships	Fee income	Total cost	Percentages of Total cost	Percentages of Total scholars under instruction
	Rs.	Rs.	Rs.	Rs.		
Colleges and special schools...	1,81,800	42,100	3,380	2,27,280	20·0	0·6
Secondary schools ...	2,84,340	55,100	44,790	3,84,230	34·0	6·6
Primary " ...	4,34,280	8,070	80,480	5,22,830	46·0	92·8
Total for males ...	9,00,420	1,05,270	1,28,650	11,34,340	100·0	100·0
Girls' schools ...	1,48,430	6,970	27,890	1,83,290	16·4	8·1

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Introduction and general summary.

Expenditure during the year.

Progress during the year.

Of the total cost of maintenance of institutions, Provincial revenues bore some 33 per cent., District and Municipal Funds about 42 per cent., while fees covered 12 per cent. more. Of the cost of scholarships, Government paid 33 per cent. and other public revenues 58 per cent.

7. The table given as a frontispiece to this chapter compares in a convenient form the leading statistics for the last two years. It will be seen that the number of scholars has increased at a rate which, if kept up, will double our school population in something like eleven years; that the increase has been greater in Secondary than in Primary schools, and far greater in Government than in Aided institutions; and that the number at Anglo-Vernacular schools and also the number learning English is increasing faster than the numbers at Vernacular schools and learning Vernacular only. The expenditure has only increased by one-third the proportionate increase in the number of scholars, the additional burden being chiefly borne by Municipal Funds, and the cost to Provincial revenues showing a substantial decrease. On the other hand, the income from fees has increased more than twice as fast as has the number of scholars. The progress is general all along the line, save in the number of girls under Secondary instruction, which is too small to be stable. On the whole, the results must be pronounced satisfactory as compared with those of last year. The progress made will be discussed in greater detail in the succeeding chapters of the report. The Inspectors' reports show that the advance made is not merely numerical. Much will be found scattered through the extracts which I give further on to show substantial improvement in quality as well as in quantity; while the following passages from the reports on the Lahore and Rawalpindi Circles may conveniently be quoted here. Dr. Stulpnagel writes of the former:—

"From a comparison with last year's report it will be seen that the total number of schools has increased by 37, and the number of pupils by 4,397. The numerical progress this year has been nearly 9 per cent., a by no means unsatisfactory result. The appreciation of education is mostly manifest in large towns where a comparatively great proportion of men belong to the middle class, who see the advantage of education generally, and partly because in them the labour of children is frequently unremunerative. In the country, on the other hand, it is otherwise, but even there popular education is making sure though slow progress year after year. As soon as the new grant-in-aid rules are brought into operation, by which teachers of indigenous institutions will be able to claim money grants according to the results of the Upper and Lower Primary examinations, it is hoped that education in the true sense of the term will receive a great impetus."

From Rawalpindi Mr. Thompson reports as follows:—

"As far as regards the native boys' schools which are in existence, the progress made during the year just passed has been on the whole satisfactory. The number of students has increased in all grades of schools. The examinations for the year have been successful, though perhaps in the case of the Middle school examination just ended the number of students passed is proportionately not as large as the number that passed last year, and all that can be said in regard to this is that the Middle school examination held in April 1883 was a particularly successful one all over the Punjab. The amount collected in fees in all this circle also shows an increase over former years. Fresh efforts were made this year to extend Primary education in different ways. An additional sum of money was sanctioned for the opening of Vernacular Primary schools, and 20 such new schools were established in different districts. In addition to this the attention of District Officers was invited by Government towards the encouragement of secular instruction in those indigenous schools which were willing to adopt the measure."

SECTION B.—STATE OF EDUCATION IN EACH DISTRICT.

Chap. I, B, 8.

State of education in each district.

Education in the several districts of the Province.

8. In compliance with the instructions of Government conveyed in Secretary's No. 296, dated 9th November 1883, and in paragraph 35 of the review of the report for 1881-82, I give below brief accounts of the state of education in each district, which have been prepared for each circle by the Inspectors. They are not in all cases precisely what I understand to have been intended; but they are valuable as summaries and for purposes of reference, though some of them are longer and more discursive, and others more purely statistical than I could have wished. I have as a rule abstained from remarking upon them in this place, and have reserved my comments on the general questions that are here and there touched upon for the subsequent chapters of the report, where I shall refer, when necessary, to the extracts here given.

Before, however, I pass on to the detailed accounts, I give below a table which shows the districts of the Province arranged in order according to the proportion which the number of boys at Primary schools bears to the total male population. In examining it, it will be convenient to remember that about one in four males are of an age to go to school, and about one in seven of an age to attend a Primary school. It is curious how the test of these figures reverses the accepted order of some of the districts, placing, for instance, Rawalpindi at the top, Hoshiárpur half-way down the list and below Dera Gházi Khan, and bracketing Shahpur with Ludhiána. It is true that the higher education is not taken into account; and a comparison of the proportions between the numbers in Primary and Secondary schools would probably place the districts in a very different order; but I think the most important test of a desire for education is the proportion of the population that is receiving instruction in the Primary classes of our schools. Given a wish for the rudiments, and the demand for higher education will follow sooner or later. It will be observed that the submontane districts as a rule stand at the top, and the frontier and Bár districts and the recently settled tract of Bhatiána at the bottom of the list.

Serial No.	District	Male population	Number of native boys at Primary schools	Number of males to each boy at a Primary school
1	Simla	27,593	506	55
2	Rawalpindi	449,287	6,729	67
3	Jullundur	431,435	6,180	70
4	Gujránwála	333,505	4,671	71
5	Delhi	344,016	4,758	72
6	Jhelum	313,448	4,295	73
7	Gurdáspur	445,798	5,702	78
8	Gujrat	362,162	4,367	83
9	Shahpur	221,676	2,647	84
	Ludhiána	339,598	4,036	84
11	Gurgaon	338,917	3,932	86
	Amritsar	490,694	5,685	86
	Mooltan	304,517	3,530	86
	Dera Gházi Khan	200,667	2,323	86
15	Lahore	510,353	5,610	91
16	Umballa	588,272	6,106	96
17	Hoshiárpur	481,526	4,785	101
	Ferozepore	357,319	3,545	101
19	Rohtak	296,224	2,773	107
	Siálkot	539,661	5,047	107
21	Bannu	177,503	1,559	114
22	Jhang	214,382	1,740	123
23	Muzaffargarh	184,510	1,484	124
24	Dera Ismail Khan	238,468	1,853	129
25	Hazára	218,616	1,580	138
26	Kángra	380,867	2,707	141
27	Karnál	336,171	2,208	152
28	Pesháwar	329,524	2,042	161
29	Kohát	101,369	606	167
30	Montgomery	232,947	1,323	176
31	Hissar	272,267	1,504	181
32	Sirsa	138,691	747	185
	Total ...	10,202,083	106,580	95

Chap. I. B, 9.

State of education in each district.

Umballa Circle: Delhi.

9. "A large city differs materially in the character of its population from the district which surrounds it. The average of culture is higher in the town than in the country; but the percentage of school attendance will often be better in a village or small country-town, because the school is there a more prominent institution than in a great city where there are other attractions. Delhi is well provided with educational institutions, though the demand for elementary education is comparatively weak for reasons which will appear below. The College recently established by the Cambridge Mission has a complete staff of Professors, and seems likely to be as successful as the Government College which was closed in 1877; but it has definitely taken the place of that College only since the incorporation of the Punjab University in 1882. Secondary education is given in the District school, in the S. P. G. Mission school, in the Anglo-Arabic school, and in the Anglo-Sanskrit school. The two first teach up to the Entrance examination, and, in addition to the Primary schools which all possess, have their branch schools, which, except in one or two cases, teach up to the Lower Primary standard only. There are also some schools, chiefly for low-caste boys, maintained by the S. P. G. and Baptist Missions.

"The Normal school is attended by teachers and apprentices from all the districts of the circle. It can hardly be considered a Delhi school, but the Model school attached to it is equivalent to a branch school, and has recently been made more popular by the addition of a 4th (Primary) class in which English is taught.

"The following is a statement of the attendance in schools for males taken at the time of the annual inspection:—

St. Stephen's College	24
District school and branches	891
St. Stephen's (S. P. G.) school and branches ...	607
Baptist Mission schools for boys	410
Model school	64
Total ...	1,996

"Some of the Baptist Mission schools are outside the district or beyond the Jumna. On the other hand, there are low-caste schools of the S. P. G. Mission which receive no grant-in-aid, and the number of boys attending inspected schools in Delhi may be taken as approximately 2,000. This gives an average of 1·15 per cent. upon a population of 173,393, or 7·6 per cent of the males of a school-going age. The percentage is not high, but the desire for education exists only among the better classes. Delhi contains a large number of families of the official classes, but at the present day it is chiefly a commercial and manufacturing city. Artisans are rarely found in our schools, though a large proportion of them attend the Qurán schools. These boys often spend two years in reading the Qurán before they are regularly employed in the workshops. Their parents and advisers have no desire to allow them to get any secular instruction, partly because they do not see any use in it, and partly from a fear that they may be drawn away from the work by which they are to earn their livelihood. The returns of indigenous schools collected a year ago showed that there were 72 schools with 1,621 scholars in the city of Delhi, but the number fluctuates greatly. Some of the indigenous schools give a general education, but the great majority are too special to conform in any way to the requirement of any system which the Government might wish to encourage. There is a good deal of private tuition, both among those who are actually at school, and with a view to preparation for admission to the classes in which English is taught. The proportion of boys in the Lower Primary school, and especially in the two lowest classes, is small in comparison with schools in country-towns and villages.

"The general condition of the Vernacular schools of the district is fairly satisfactory, and some improvement has taken place in the method of instruction. There are 7 Middle schools, of which one, at Sonepat, is organised as an English school. Excepting the Sonepat school, where the English staff is weak, the results of the Middle school examination have been very successful."

Gurgaon.

10. "The District school for Gurgaon has always been at Rewári, the largest town in the district. Since July 1880 it has had a High school department, but the numbers are hardly sufficient for an economical distribution of the work. Although the school has always been in good order, there has been a large proportion of failures in the higher examinations, which may be

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State of education in each district.

Gurgaon.

attributed in part to the unsettling effect of facilities for getting employment in the new Railway and Telegraph offices of this neighbourhood. On the other hand, some of the students of the school have distinguished themselves. The main school building, which contains the Secondary school and the Upper division of the Primary school, is hardly roomy enough, though in itself an excellent school-house. The Lower department of the Primary school is represented by six branches in the town. There is an excellent boarding-house with chambers for about 25 students. There is no other English school in Gurgaon, but there are several flourishing Vernacular Middle schools, and two have recently been reduced. Before the Mutiny Gurgaon was under the Government of the North-West Provinces, and education had been taken in hand before the annexation of the Punjab. The district differs from perhaps all other districts in the plains of the Punjab, in presenting a well-defined desire for instruction in Nágarí up to an elementary standard. Formerly most of the village schools were purely Nágarí schools, as is still the case in the adjoining district of Mathra. But some years ago educational opinion in the Punjab was disposed to question the use of Nágarí, and as the people were not satisfied with Nágarí alone, and the Nágarí schools were all of a very rudimentary character, the study was gradually discontinued. Nágarí has now been introduced again in many schools in addition to Urdú, and there is no doubt that within certain limits it is popular, though possibly rather for the sake of the Bráhman who teaches it than for any better reason.

"The schools of Gurgaon were in a flourishing state for some years before the autumn of 1879, when a disastrous epidemic almost overwhelmed society. Since then there has been continued agricultural depression, but, notwithstanding, each year's report shows an improvement upon the last. School-fees are collected with difficulty. In 1876, when the rate was uniform at 1 anna per mensem, two-thirds of the scholars on the rolls were registered as non-agriculturists. Afterwards a substantial fee rate, increasing for each step of promotion, was imposed; and at present more than three-fourths of the scholars are registered as agriculturists, and are exempt, while the total sum collected is no larger than before.*

"It is satisfactory to note that very few schools are now absolutely inefficient and worthless, though perhaps one-third are kept up by some artificial impulse rather than by their intrinsic popularity. The proportion of boys in the lower classes is remarkable. Of 3,504 on the rolls, 2,210, or 63 per cent., were in the 1st class, and 596, or 17 per cent., in the 2nd class. Thus 80 per cent. of the scholars are permanently in an elementary stage of education. The same thing may be seen in indigenous schools, and it may be accounted for in various ways. The remedy, which has sometimes been suggested, of employing more and better teachers does not have the desired effect; for, strange as it may seem, this rudimentary stage of education is preferred to promotion with increased fees and the expense of buying new books. The fact that not more than 20 per cent. of the boys who attend school remain to acquire as much of reading, writing and arithmetic as is taught in the 3rd class of the Lower Primary school, is worthy of consideration. There were a few female schools in the Gurgaon district, but only one remains, and that is not in a satisfactory state. Some zanána work is carried on by the S. P. G. Mission at Rewári."

Karnál.

11. "The District school at Karnál has been for many years rather a poor one, but there has been some satisfactory progress of late in numbers. Both the school-house and boarding-house are inconveniently small. Results of examination have not been altogether satisfactory, but a good number passed the Middle school examination held in April 1884. The boys of the Middle school are chiefly scholarship-holders sent in from Vernacular schools in the district, and very few in the higher classes are natives of the town of Karnál. There are also English schools at Kaithal and Pánipat. The English department at Pánipat was opened last year. There was formerly an English school here which was not successful, but the study of English seems to be more popular now, and the English classes promise well. The Middle Vernacular schools and the Primary schools attached to them are in good order, though the numbers in the Middle departments are low. The general condition of the village schools of the district is not satisfactory, though they seem to have received every attention from the authorities.

* An improved definition of agriculturist has now been framed, which it is hoped may help to make the line of exemption less vague.—*D. P. I.*

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State of education in each district.

Karnál.

"All the schools in the district were visited twice in the year by the tahsíldárs or their deputies. The Middle school buildings are unsuitable or insufficient, and no proper arrangements have been made for boarders. The village school-houses are generally good. Some of the new schools, however, have to put up with such temporary accommodation as they can get. The Assistant Inspector visited some of the indigenous schools at Pánipat and Kaithal where they are numerous, but was much disappointed with them. The teachers did not appear to desire aid, nor were they competent to teach up to the Lower Primary standard. Some of the Mahájaní schools, however, were good in their way; and a Sanskrit school at Kaithal, attended by adults, deserves favourable mention. With the idea of meeting the wishes of the people Nágarí was substituted for Urdú in certain schools, but the change only led to diminished numbers. The backwardness of the Karnál district in village education is attributed by the Assistant Inspector, who made the usual tour of inspection this year, to two causes, *viz.*, the unhealthiness of the country traversed by the Western Jumna canal, and the lawless character of the inhabitants of the northern and western parts of the district before they came under British rule. Nearly one-half of the boys who attend school are Banyás or Bráhmans, one-tenth only are Rájpút Musalmáns, and less than 4 per cent. are Játs, though these last form the most numerous tribe in the district. In a newly-settled country, however prosperous the people may appear to be, there are comparatively few families in which education is sought as a means of livelihood, and without this inducement there are few who seek it at all.*

"The statistics of attendance show some improvement over the preceding year. The number of village schools was increased by 5, and the number on the rolls by upwards of 300 scholars. There was also some increase in the number of passes by the Upper and Lower Primary examinations, but the new schools could not of course affect the examination lists at present."

Hissar.

12. "Hissar is the centre of a tract of country which, broadly speaking, is without indigenous education or literary traditions. The great famine of 1783, known as the *Chálísa*, depopulated hundreds of villages, and the new settlers are still busy in accumulating the wealth which one day may support an educated class, but at present suffices only to supply the seed of future harvests. Of course the statement must not be accepted without qualifications. It is only partially borne out by the figures given in Table XIII of the Punjab Census, and it might easily be contradicted by quoting exceptions. Nevertheless it is sufficiently true to explain the facts of which educational officers have to give an account. The working classes attend school nowhere; but Hissar differs from Ludhiána or Delhi in having no upper crust of society in a position to value education, and hence the schools planted by Government have had a hard struggle for existence.

"The District school is at Bhiwáni, a large commercial town with a population of 32,254. The school is of the Middle grade, and, though the attendance in the higher classes is meagre, the work is fairly done so far as it goes. An interesting feature of this school is its Mahájaní branches, which are perhaps the best of their kind in the Punjab, and which number some 400 scholars. They have been so organised that the elder boys learn Urdú in addition to Banyás' accounts, and are trained for admission to the main school. The training is efficient, but the great majority of the boys leave school as soon as they have finished the Mahájaní course, or within a few months after their promotion. Among the poorer sort of traders it is thought that a boy's education is more profitably completed in his father's shop than at school.

"There is an English school at Hissar also, which after a period of depression seems likely to do well under a popular and energetic head-master. The village schools show some improvement of late. The attainments of the teachers are, on the whole, adequate, though some of the older ones do not fulfil the requirements of the present day. There are several large villages without schools, and it is possible that a somewhat more energetic administration may discover opportunities for extending education which have been neglected. The Commissioner, in reviewing a report by the Extra Assistant Commissioner who is in executive charge of the schools, observes that a total of 1,000 boys at school, of whom only 3 passed the Middle school examination, out of a population of half a million,

* Karnál, however, is by no means a newly-settled country. I believe the small proportion of agriculturists to be chiefly due to the nature of our curriculum.—*D. P. I.*

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State of education in each district.

Hissar.

shows a very backward state of education in the district. This is true enough ; but half a million of people might be picked out in Ludhiána, or any other advanced district, among whom there is less education than among the half-million of Hissar. The results of Mr. Nesfield's enquiries in Oudh, published in the *Calcutta Review* for April 1883, are very instructive. Notwithstanding all that has been done to educate the ryot sufficiently to understand his own interests, the working agriculturist remains wholly uninfluenced."

Rohtak.

13. "The agricultural population of Rohtak takes little interest in education, but there are several prosperous country-towns in which the schools are well attended; and the results are on the whole not below the average of the circle.

"The District school at Rohtak is in good order, and has improved during the past year. There is also an English school at Jhajjar which has rather a weak staff and is crippled by the poverty of the Municipality; but the people of the place raise a great outcry whenever it is proposed to abolish the English department, and, for the present, arrangements have been made to retain it. Rohtak is a rich district, and the educational budget has hitherto been liberal because of the difficulty of spending the District Fund advantageously upon the education of the agricultural population. There are, however, traders, army pensioners, members of the official class, &c., who are glad to avail themselves of the opportunities of getting an education which primarily was intended for others less able to help themselves. Wherever there is a flourishing school, it usually appears on enquiry that the scholars belong to some special class which has its own reasons for desiring education, and which cannot be taken as representative of the masses. Although there are two more schools than in the previous year, there was a considerable falling-off in the numbers of the lowest class. This was due in some measure to the scarcity, but more especially to an order of the Deputy Commissioner forbidding the study of Mahájaní, or rather substituting Nágarí for it. It has been the practice in the Umballa Circle to attach Pádhas' schools as feeders to the schools in towns, and in most districts a considerable proportion of the lowest class consists of these boys. A certain number ultimately join the main school, though it may be doubted whether many do so who would not come to school sooner or later without this introduction. Nágarí is easily learnt, and where the Pádha is a Nágarí scholar he has managed to teach it, and no doubt continues to give instruction in Mahájaní as well. But the boys come for Mahájaní, not Nágarí, and where the Pádha could not teach Nágarí, or where he carried out the order prohibiting Mahájaní, many of the boys left school. The question is rather complicated, and admits of a variety of opinion. *Primâ facie* it is a mistake to turn boys out of school because of a theory of education which may not be accepted in the adjoining district, and it seems better to have such matters decided by a consensus of opinion.

"Most of the teachers of the Rohtak district hold Normal school certificates, or at least have passed the Middle school examination. A few years ago there were complaints of the paucity of trained teachers in this district. This is no longer the case so far as head-teachers are concerned, and there is now some difficulty in providing places for those who return from the Normal school or the Central Training College after their period of training. Some months after the completion of the last term, two men who had passed through the Central Training College were still waiting for employment, and two others from the Normal school held temporary appointments.

"A serious financial difficulty has been occasioned by the failure of Municipal income and the desire of the authorities to reduce the educational contribution from the District Fund on account of claims arising out of the prevailing scarcity. Some reductions were made during the year, but expenditure had been high compared with that of other districts, and up to the present time no changes of importance have resulted."

Sirsa.

14. "There is a District school at Sirsa which, though small, has an efficient staff and is in fair order; and there is another English school at Fázilka. At Fázilka, though the people are wholly absorbed in trade, the school is promising, and will hereafter no doubt become a school of some importance. None of the Vernacular schools of the district are capable of being developed into Middle schools. The village schools are as poor as they well can be. Whatever was said of Hissar on this subject may be said with even greater truth of Sirsa. A few boys in most of these schools desire and receive a fair Primary education. The remainder serve to keep the teacher in countenance. The teachers appear to be competent for present requirements. Several of them

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Sirsa.

are trained men from Ludhiána or elsewhere. For some years past efforts have been made to establish a Vernacular Middle school with a view to prepare natives of the district for teacherships. Hitherto there has been a dearth of candidates; but recently half-a-dozen youths who have passed the Upper Primary examination during the last year or two, have been induced by liberal stipends to form a Vernacular Middle school class attached to the District school. Some of these young men may eventually become teachers, and if they get other employment in the district their education will not have been thrown away."

Umballa.

15. "The Umballa district contains four towns in which English schools are maintained: the cantonment of Umballa, with a population of 40,000, where there is a flourishing Middle school managed by the American Mission; the town of Umballa, with a population of 26,000; Jagádhri, and Rúpar. The American Mission has a High school in the town of Umballa which has been in existence for many years, but which is in its lower classes now hardly equal to their school in the cantonment. There is in the town a District school also, which was established a few years ago to meet the wishes of the people. It is in fairly good order, but, though conveniently situated in the centre of the town, is provided with a very inconvenient school-house. It is hoped that the construction of the new school-house, about which there has been some delay, will be proceeded with at once.* It has been observed that although Mission schools are freely attended by residents of the towns in which they are situated, they are rarely able to attract scholars from the district, and thus fail to meet the wants of some of those for whom the Government District schools are provided:

"Besides the schools described above, there are two schools in the town of Umballa maintained by Committees of Sunni and Shía Muhammadan gentlemen for their own people. The latter, which has wealthy patrons, is in a flourishing condition. The course of study is similar to that of Government Vernacular Middle schools, with more latitude in the choice of subjects.

"For many years District schools were maintained at Jagádhri and Rúpar instead of at Umballa, where the care of English instruction had been undertaken by the American Mission. The District school at Jagádhri has of late years been excellently conducted, though it is not to be expected that there should be a large school in a town of only 12,000 inhabitants which is not the head-quarters of a district. When the District school was opened at Umballa, the school at Rúpar was transferred to the Municipality with a reduced establishment. The staff at Rúpar is somewhat weak for an English school, but the teachers have made an effort to deserve their salaries, and the school has been remarkably successful in the recent Middle school examination. The annual inspections of the Vernacular schools in the district were made by Bábú Jai Gopál Singh, who was then officiating for the Assistant Inspector. Umballa is the most populous district in the circle, having upwards of a million inhabitants. There are 11 Vernacular Middle schools, and, including the Lower departments of these, 75 Primary schools for boys, 5 or 6 additional schools having been opened at the end of the official year. The attendance is good, the numbers on the rolls being something less than 5,000, or nearly 70 on an average for each school. But the proportion in the lowest class is very high, *viz.*, 40 per cent. learning Urdú or Nágarí, and 17 per cent. besides learning Mahájaní only. In this respect there was some improvement over the previous year, but the number of those who passed the Lower Primary school examination fell from 316 to 280. In the results of the Upper Primary examination there was no change. The Middle school examination was very successful, both for 1882-83 and that for the following year, of which the results have just been published. But some of the schools supplied very few candidates. The attendance in Middle schools is too small for an economical arrangement of the work, and half the number might be closed with advantage if it were not for the unpopularity of such a measure with the best local supporters of education. The Middle schools are all in fair order, and a majority of the Primary schools seem to be doing well. Discipline is said to be good. An attempt has been made to introduce gymnastics by means of trained instructors. The report of the qualifications of teachers is less favourable than in the Ludhiána district. Out of 152 teachers and assistants, 69 only hold Normal school certificates or have passed the Middle school or some higher examination. But the Assistant Inspector ignored all old certificates, and there are several teachers who went through the Normal school without passing the final examination, who must be practically as efficient as most of those who are described as trained.

* The money has been provided, and plans and estimates are in course of preparation.—*D. P. I.*

"Female education is represented by two unsatisfactory schools in the Kharar tahsíl. The teachers are reported incompetent, but the people will not accept strangers as teachers, and probably care very little whether the girls learn anything."

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16. "The American Mission school at Ludhiána is one of the oldest in the Punjab, and for many years it sufficed alone for the wants of the people. But the Vernacular schools of the district were at one time the best in the Province, and it was thought desirable some fifteen years ago to establish a High Vernacular school for their benefit at Ludhiána. This High Vernacular school was very successful, and its scholars began to carry off a lion's share of the honours of the Punjab University in the Persian tripos. These honours were never intended for mere school-boys, and the authorities of the University decided to require proficiency in Arabic from those who took up Persian without English. Arabic is not taught in Government Vernacular schools,* and the Ludhiána students were now compelled to lower their aim to the Entrance examination. A heavier blow to the school came from an arrangement* by which boys who pass the Middle school examination in Vernacular were allowed to study English up to the Entrance examination with scholarships tenable for three years. In consequence, hardly any one elected for the Vernacular course, and the High Vernacular school has at last become extinct in the absence of new admissions. It is a significant fact that the incorporation of the Punjab University as a semi-oriental University was simultaneous with a general repudiation of purely oriental studies by the mass of students. In the meantime, in order to meet the wishes of the people who dislike a monopoly of missionary education, and in accordance with the policy of Government sanctioning one English school in each district, English classes were formed in the Lower department of the High Vernacular school, and additional English teachers were supplied as the classes obtained promotion.

Ludhiána.

"In a few years a complete District school has grown up which for the first time sent up candidates for the Entrance examination in 1882. There are now therefore at Ludhiána both Mission and Government English High schools, the latter having a special department for the instruction of boys who have passed the Middle school examination in the Vernacular. For two years they study English almost exclusively in separate classes, then join the 5th class of the High school, and in one year more prepare all the subjects of the Entrance examination. These boys are for the most part picked scholars, and the rapid progress which they make is remarkable. There is in Ludhiána, besides the Government and Mission schools, an Aided school, called the Hindú school, which had its origin in a praiseworthy attempt of some native gentlemen to maintain a school of their own. This and the Anglo-Sanskrit school at Delhi are almost the only examples in the circle of *bonâ fide* grant-in-aid schools. Mission schools in no way represent the efforts of the people to help themselves, and are only not Government schools because of the accident of the secularisation of the modern European State. Their value consists in the variety of system which they afford, and perhaps in relieving the Government of some expense. If Government and Mission schools were closed, private enterprise would no doubt devise something to take their place; but, so long as nearly gratuitous education is provided by the State, or by European and American gentlemen who have command of funds, it is not likely that the comparatively indigent class which requires education will put its hand into its pocket.

"The Vernacular schools of the Ludhiána district have always been among the best of the Province. The fact may be accounted for in various ways, but seems to be due chiefly to the existence of a prosperous middle class which is free from the necessity of manual labour, and sees the advantage of education. This demand has been met by the establishment of a large number of Middle schools, and of a High Vernacular school at Ludhiána which for several years served the purpose of a local Normal school. There is hardly an Assistant Teacher in the district who has not at least passed the Middle school examination, and on the whole the schools are better taught than in any other district of this circle. In fact, the less advanced districts have been in the habit of applying to Ludhiána for teachers. The desire for education, however, is strictly limited, and there are several schools in the Samrála tahsíl, and in the southern part of the district locally known as the 'Jungle,' which are poor and artificial. There is no desire to substitute Gurmukhí or Nágarí for the usual course of study, but some of the Hindús

* Arabic and Sanskrit are now optional subjects in all Government Middle and High schools.—*D. P. I.*

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appear to be becoming alive to the waste of energy apparent in the old-fashioned practice of reading Persian literature as a means to a scholarly knowledge of Urdú.

Ludhiána.

"The Ludhiána district is the only one in the circle which has a large number of indigenous schools in the villages. They are chiefly Gurmukhí schools taught by Granthís or religious Hindús, and are found in all parts of the district, though they are numerous only in the 'Jungle,' and on the borders of the Native States, Ferozepore, and Sirsa. They flourish chiefly in the country in which the Kúká sect prevails, and perhaps have some connection with that movement; but the school is usually quite a subordinate function of the Dharmsála in which it is held. The instruction given is very elementary, but includes reading the sacred text, the writing of names, and sometimes Banyás' accounts. Prior to experience it is difficult to say whether the indigenous teachers will accept Government aid on suitable conditions, or if they are able to effect any improvement in their schools. So far as they go, the indigenous schools are in some respects better suited to the wants of the working-classes than the Government schools, as the scholars attend only when they are not wanted to make themselves useful at home or in the fields. The introduction of a more regular system would perhaps empty these schools, or attract a different class of scholars.

"Besides the English schools in the city of Ludhiána, the Municipal school at Jagráon is organised as an English school, and during the past year English classes were started in another Middle school to meet the wishes of some of the residents. The multiplication of English schools is not in accordance with the general policy of Government, and it seems right that experiments of this kind should not be made without the sanction of the highest authority. The members of Municipal Committees are likely to be too much personally interested to take an unprejudiced view of what is for the public good in this matter.

"A review of the statistics of education for ten years shows that there was an annual increase of the numbers on the rolls from 1,719 in 1873 to 3,932 in 1878. During the next three years there was a falling-off. In 1880-81 the total number on the rolls was 2,861, after which there was again an annual increase up to the present time, when the numbers at the time of inspection were 3,488. The falling-off was attributed to the Settlement, to the severe epidemic of 1879, and especially to disappointment arising from the failure of boys to get employment after completing their education. During the years of increase up to 1879 there was a general expectation that the Middle school examination would be a certain passport to lucrative employment in the Government service."

Simla.

17. "There are English schools for natives at Simla and Kasauli. The latter is weak in staff. There are four Vernacular Primary schools, which seem, with one exception, to have improved during the last year. The elementary schools established by the Kotgarh Mission are doing good work. They supply the place of Government schools. Almost all the schools are attended chiefly by boys from foreign territory. The Hill Chiefs do not evince any interest in education. At Kot Khái there is an indigenous school taught by a Mahratta Bráhman who has been living in the hills for many years, and is a good Sanskrit scholar. Recently he has become blind. Several Bráhman boys attend his lectures. It must be remembered that the Simla district is very small, containing a population of only 42,945 souls, of whom more than half live in the towns, and chiefly in the sanitarium of Simla."

Lahore Circle: General remarks.

18. "Education in the districts has frequently been considered with reference only to the number under instruction in schools under the management of Deputy Commissioners, and according to the statistics furnished with this aim in view, a district was thought of as educationally backward or forward. Judged by this standard, both the Amritsar and Lahore districts are quite behind others like Siálkot and Gurdáspur. I propose applying another test. I would, for reasons given previously, omit from my calculation indigenous schools, but include all the schools which are inspected, *viz.*, Government District, Municipal and Village schools, and Aided schools. Such a method of procedure confirms the belief that education is being concentrated in large towns, that *Vernacular* Middle school education is not appreciated in them, and that they show a great demand for English. On the other hand, the schools scattered over the villages and smaller municipal towns are for the most part purely Vernacular, and it is these that give whatever education the agriculturist classes are able to obtain for their children, unless they prefer the indigenous Maktabs and Patsháláas.

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Lahore Circle: General remarks.

"The figures in the following paragraphs are taken from compilations of returns which represent the numerical state of the schools at the close of the educational year. Each district, with the exception of Siálkot, is represented as having three kinds of schools. The so-called District schools are under the control of the Inspector of Schools, but will shortly be made over to the different Municipalities. The Aided schools are chiefly Mission schools, though they include cantonment and European schools under the management of committees. The third class of schools are for the sake of brevity called Deputy Commissioners' schools: they are Government schools, paid for the most part from District and Municipal Funds, and they are under the management of the different Deputy Commissioners.

"From the following remarks, based chiefly upon the reports submitted after the inspection of each district was completed, it will be seen that, much as the defects and shortcomings in individual schools and districts are to be deplored, there is every reason to think that the thought, labour and money spent upon the educational requirements of this circle have been followed by fairly adequate results."

Jullundur.

19. "This district, with only three-quarters of a million of inhabitants, is educationally the first in the circle as well as in the Province. The total number of pupils educated in it is 8,002, 691 being in the two District schools at Jullundur and Ráhon, 744 in Aided schools, and 6,567 in Deputy Commissioners' schools. 49 pupils read in High schools, 561 in Middle schools, 1,178 in the Upper Primary department, and 6,214 in the Lower Primary. 1,150 girls were in 39 Deputy Commissioners' schools, and 65 in an Aided school. The passes were quite satisfactory, being 11, 83, 297 and 470 for the Entrance examination, Middle school examination, and Upper and Lower Primary examination respectively. In the Jullundur district education may be said to be flourishing, judging by the double test of the total of pupils under instruction and the number of successful candidates who have passed the various examinations. The most important institutions are the Deputy Commissioners' schools, 10 of them being of the Middle grade, one Anglo-Vernacular and the rest Vernacular. The District school at Jullundur deserves special mention. Established four years ago as a High Vernacular school with two classes, an Anglo-Vernacular section of the same number of classes was added last year. In July a Middle and a Primary department were formed and joined to the High school, the peculiarity of this portion being that it is paid out of subscriptions raised by native gentlemen in the city, fees collected in the classes, and a Government grant of Rs. 120 per mensem. This school is so far defective as it has no proper building as yet, the temporary school-house being by its situation and the distribution of its class-rooms quite unsuitable."

Amritsar.

20. "Compared with the Jullundur district, Amritsar presents a marked contrast. It contains one lakh and a half of inhabitants more than the former, but the Deputy Commissioners' schools contain only 3,652 compared to 6,567 in similar schools of the Jullundur district. The education of the district is concentrated in the city of Amritsar itself, where more than 54 per cent. of the educational work is carried on. The District school with its branches has 1,728 boys, and the various Aided schools educate 2,618 more pupils, among whom are 1,804 girls. The total number of pupils in the various schools is 7,998, distributed as follows: 99 in the High schools, 344 in the Middle schools, 871 in the Upper Primary, 6,616 in the Lower Primary schools, and 32 and 36 in the Aided Normal schools for masters and mistresses respectively. From all the schools taken together, 525 candidates passed the Lower Primary examination, 192 the Upper Primary and 85 the Middle school examination, and 6 the Entrance examination."

Lahore.

21. "The third place in the list is occupied by the Lahore district, which with its 925,000 inhabitants has 7,932 children of both sexes in its various schools, or considerably less than one per cent. Of this number, 1,462 are either in the District or the Model schools attached to the Normal school and the Central Training College, while 3,086 receive instruction in Aided institutions. Lahore being the capital of the Punjab contains a large proportion of European and Eurasian schools, *viz.*, 6 with 352 children of both sexes. The Deputy Commissioners' schools have 3,384 on the rolls, or less than one-half of the children under instruction in the city. The Primary education in the village schools is, strange to say, in a backward condition, which is proved by the high percentage of boys reading in the 1st or lowest class, and by the small numbers advancing into the Upper Primary department. Of the total of 8,242, 6,134 are in the Lower Primary department. Progress, however, is apparent. Tested by the different examinations the schools are on the whole satisfactory: 504 children passed the Lower Primary examination, 213 the Upper Primary, 129 the Middle school examination, and 20 the Entrance examination."

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Siálkot.

22. "As the town of Siálkot is amply supplied with High school education owing to the existence of two High schools, one Aided and the other independent, it contains no Government District school. The education is chiefly carried on by Deputy Commissioners' schools and Aided schools alone. The former have 5,609 names on the rolls, the latter 648. Of the former, 8 are Middle schools, 3 Anglo-Vernacular and the rest Vernacular. That popular instruction in this district is progressing as well as may be expected, is seen from the increased attendance in the schools, the comparatively large number successful at the various examinations, and the general desire of the people to open out new schools. The peculiar feature of this district is the large number of girls' schools it contains. During the last year these had increased from 32 to 38. In my previous report I had the honour to bring specially to your attention the female school for Hindús at Pasrúr, which presented some excellent specimens of ornamental needle-work for inspection. From all the schools 443 passed the Lower Primary examination, 256 the Upper Primary, 45 the Middle school, and 4 the Entrance examination."

Gurdáspur.

23. "Next to the Siálkot district comes Gurdáspur with its 824,000 inhabitants, of whom 6,101 are under instruction—4,964 in Deputy Commissioners' schools, 1,108 in two District schools, *viz.*, Gurdáspur and Batála, and 29 in an Aided school at Batála. The District school at Gurdáspur is peculiar, inasmuch as the majority of its pupils are not town-boys, but village-boys who frequently come from a great distance. To provide for their comfort a large boarding-house is attached to the school, which accommodates 155 boarders of all ages and creeds, Hindú, Muhammadan and Sikh. A detail of this establishment, its object and its working, as well as of the others belonging to the various District schools, has been submitted to you. Of the 7 Middle Deputy Commissioners' schools, 4 are Anglo-Vernacular and 3 Vernacular. Altogether 515 boys passed the Lower Primary examination, 204 the Upper Primary, 54 the Middle school, and 8 the Entrance examination."

Gujránwála.

24. "This district, with a population of 617,000, has 5,618 children under instruction—3,630 in Deputy Commissioners' schools, 1,483 in Aided and 505 in the District school. It is remarkable that a comparatively small town like Gujránwála has nearly 2,000 boys and girls in different schools within its walls. The education in the district is likewise extending. The increase in the Deputy Commissioners' schools during the last two years has been 16 per cent. There are 3 Vernacular Deputy Commissioners' schools in the district, all Vernacular, to which another one has been quite recently added. Beginning from the lowest standard of examination and ending with the Entrance, 494, 208, 59 and 3 boys passed during the year 1883-84—a most satisfactory result, as it represents also a high percentage."

Hoshiárpur.

25. "There are 5,455 boys under instruction out of a population of 900,000. Of this number 625 are taught in the District school, 53 in the solitary Aided school for girls, and the rest in Deputy Commissioners' schools. This district is specially noteworthy for its Middle schools; 412 boys were reading in 8 Vernacular Middle schools, a larger number and larger proportion than in any other Middle schools under Deputy Commissioners. The largest school of its kind is at Hariána with nearly a hundred pupils, while even the smallest Middle school, *viz.*, that at Mukerián, contains 26 boys. The condition of the Primary schools is satisfactory: there has been a slight increase in the aggregate number on the rolls, and the results of the examinations show a fair percentage. Female education has, however, received as yet no encouragement. From all the schools 551 passed the Lower Primary examination, 212 the Upper Primary, 116 the Middle school examination, and 4 the Matriculation examination."

Ferozepore.

26. "This district, though it occupies a low place, has lately made the greatest numerical progress of all districts in the circle in its Deputy Commissioners' schools. During the last two years there has been an increase of about 50 per cent. in the number of scholars. Throughout the district 3,877 names are on the rolls, 3,041 being in the Deputy Commissioners' schools, 437 in the District school, and 399 in the Aided schools. The passes by the various examinations were good: 359 out of 454 were successful by the Lower Primary standard, 138 out of 194 by the Upper Primary, and 41 out of 51 in the Middle school examination. The latter were sent up by 4 Deputy Commissioners' Vernacular Middle schools and 2 Anglo-Vernacular Middle schools in Ferozepore itself, one being the District school and the other the Aided cantonment school. Hitherto Ferozepore had no High school, but a High school department has just been added to the District school, the expenses of which will not be defrayed by the Provincial Funds."

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Kángra.

27. "The educationally most backward district in this circle is Kángra. Geographically large and straggling, it contains a scattered population, but only few important villages. The total number under instruction is 2,955, of which 2,486 are in Deputy Commissioners' schools, 281 in the District school, and 188 in Aided schools. Of the aggregate 85 are in the Middle schools, 432 in the Upper Primary department, and 2,438 in the Lower Primary department. There are 5 Middle schools in the district, of which 3 are under the management of the Deputy Commissioner, one (an Anglo-Vernacular) at Pálampur, and two Vernacular at Sultánpur and Sujánpur. From this district 155 passed the Lower Primary examination, 49 the Upper Primary, and 16 the Middle school examination. Education has not made much progress in this district, but it is hoped that gradually a change for the better will show itself as old and inefficient teachers are replaced by a better class of trained men. But even in this district a small numerical progress is observable."

Rawalpindi Circle: Rawalpindi.

28. "Secondary instruction in this district is given in one High (Mission) and 7 Middle (one Mission) schools to 243 scholars, 100 of whom are learning English. The collection in fees in these Secondary schools for this year was Rs. 708, almost all of which amount was taken in the one Anglo-Vernacular institution.

"These statistics show an increase for the year of 23 on the roll number and of 9 in the number of English-taught students, while there has been no appreciable increase in fees. At the Entrance examination of the Punjab University in May 1884, 4 boys passed out of 7 candidates. These results are satisfactory considering the small number of passes for the whole Province. Last year only one passed out of 7 candidates from the district. At the last Middle school examination there were 27 passes out of 37 candidates, and for the previous examination 36 passes and 43 candidates. The Vernacular schools did particularly well both years. The results for the Anglo-Vernacular students were very good last year, and not so favourable this year; hence the decrease in the total results shown above.

"Primary instruction is given in 68 schools to 6,729 boys, the daily average attendance of whom for the year was 5,090. The fee collection amounted to Rs. 2,717, and of this sum, all but Rs. 470 was levied in the Anglo-Vernacular schools, which are 11 in number and contain 580 boys learning English, exclusive of the purely Vernacular departments. The above statistics show an increase for the year, of 6 schools, 669 students, 674 in the average daily attendance, and of 30 in the number of English-taught boys, while there is an excess of Rs. 320 in the fee collection. At the Upper Primary examination there were for this year 372 candidates and 319 passes (108 in English), against 263 and 222 (45 English) respectively for the previous year. At the Lower Primary examination the numbers were for this year 789 candidates and 676 passes, and for the year before 625 and 514 respectively. Rs. 567 were distributed in scholarships or stipends during the year in all grades of schools. The average total cost per student for the year was as follows:—

Anglo-Vernacular	instruction,	Secondary	grade,	Rs.	50	11	per boy.
"	"	Primary	"	"	5	11	"
Vernacular	"	Middle	"	"	13	1	"
"	"	Primary	"	"	2	7	"

This last average cost, which is the same as for the Jhelum district, is lower than that for any district in the Province for the last year.

"Fair progress has been made in instruction during the year. The average number of boys in each of the Vernacular Primary schools is 93, and this average would be increased if there was more house-accommodation and more teachers. If more new schools were established they also would be well filled. The raising of the fee rates, however, which is about to be introduced, may change the above state of affairs. Only 2 Middle schools are satisfactorily provided with boarding-houses. English instruction was commenced in one of the Vernacular schools during the year.

"1,082 native girls were receiving Vernacular Primary instruction in 31 schools this year, against 1,072 girls in 30 schools last year. 245 girls out of the above number attend 6 schools belonging to the Mission Society, towards the cost of which the sum of Rs. 45 per mensem was given up to the end of the year from public funds. The instruction in these schools is very elementary, but there are hopes of progress in them, as they are situated at Rawalpindi, where they receive European supervision daily. The other schools with their 837 girls cost about Rs. 300 per mensem of public funds, and are known as Bábá Khem Singh's schools. The state of

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State of education in each district.

these schools also is very low in instruction, and, the schools being scattered all over the district and entirely under native management and supervision, it is difficult to hope for any progress in them."

Jhelum.

29. "There are 4,488 native boys under instruction in 44 Government institutions, and the average of the daily attendance for the year was 3,509. Six of these institutions give Secondary instruction up to the Middle grade to 193 students, 94 of whom study English in 2 Anglo-Vernacular schools; and in the Primary departments of these, 179 are also learning that language. The collection in fees for the year was for Secondary instruction Rs. 612 and for Primary instruction Rs. 1,839. There has been therefore an increase of 2 (Vernacular) schools, and of 461 scholars, of 336 in the average of daily attendance, and of 65 in the number of English-taught students; while the excess in the fee collections was Rs. 186 in the Middle and Rs. 384 in the Primary schools. About three-fourths of the fees are taken in the two Anglo-Vernacular institutions, Middle and Primary. There were 47 candidates and 34 passes at the Middle examination held in April 1884, and 16 of these passes were in English. At the same examination in the previous year there were 33 candidates and 26 passes, 16 of these last being in English. The Vernacular results for the last year, when 10 passed out of 11, were a great deal better than the results for this year on the whole; but, on the other hand, one of the schools passed 10 boys out of its 11 candidates this year. The Upper Primary examination candidates increased from 233 to 296, and the respective numbers of passes were 162 and 206 (41 of these last in English): the Lower Primary examination results were 497 candidates and 402 passes for last year, and 584 candidates and 453 passes for this year. The average cost per head for Vernacular Middle instruction was Rs. 10-15-0, or Rs. 2 less than in the Rawalpindi district, while the average cost for Vernacular Primary instruction is exactly the same (Rs. 2-7-0) in both districts. Rs. 706 in Middle schools and Rs. 39 in Primary schools were distributed in scholarships or stipends.

"There is every reason to be satisfied on the whole with the work done in these schools. The average number of students in each of the Vernacular Primary schools is very slightly over 100, and this average would be increased if more house-accommodation and a larger supply of assistant teachers could be obtained. There are boarding arrangements for non-residents organised in most of the Middle schools, but they cannot be called satisfactory. The District Committee has voted Rs. 1,000 for one year to be distributed in rewards for secular instruction in indigenous schools, and Rs. 200 of that amount were awarded to some dozen teachers who had their indigenous schools examined in reading, writing and arithmetic. One enterprising teacher set up a venture school in this district. About a year after he commenced it I examined his boys and gave him a reward; and this reward, I was told, compelled him to close his school soon after, as what little assistance in food or coin he got from the villagers was immediately withdrawn as soon as he touched Government money. The above instance gives force to the statement of indigenous or venture school teachers and others, that the people will not generally (though a few individuals with a name to make or keep up may) give food or coin for education to those teachers who receive anything in salary or annual reward from Government. This objection on the part of the people does not apply of course to Bráhmans and Maulvís who have schools, as these are paid by the people for their religious and social duties, and not for the educational work they perform.

"There are here, as in the Rawalpindi district, 13 schools containing 470 native girls and costing Rs. 1,248 from public funds. All these schools (except one Mission school with 140 girls and costing about Rs. 300 of the above sum) are under the patronage and management of Bábá Khem Singh, and the state they are in is exactly the same as that described for the Rawalpindi schools. In the Mission school there was a great deal of intelligent and willing instruction going on in singing hymns, repeating catechisms, answering questions on geography from the map, and also in reading and writing, though the number who could do these last was small and the standard reached was not high. This school is visited daily by one of the Mission ladies."

Gujrat.

30. "There are 1 High and 6 Middle schools containing 345 students, or an increase of 50 students over the previous year: 217 are learning English. The fee collection has risen to Rs. 1,775, or Rs. 154 more than for last year. Almost all the fees are taken in the two Anglo-Vernacular schools of the district. 6 men out of 29 candidates, against 12 out of 33 in the last year, passed the Entrance examination of the Punjab University last May, 1884.

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State of education in each district.

Gujrat.

71 candidates appeared at the Middle school examination in April 1884, or 6 more than in the previous April, and 34 passed, or 20 less than before. These results either of the Anglo-Vernacular or Vernacular examination were not nearly so good as those of last year. The Primary schools, 42 in number, contain 4,367 scholars, of whom 183 are learning English; the average daily attendance was 3,473. The increase for the year in the number of scholars was 408, and in the average attendance 268; and there was a decrease of 31 English-learning scholars, owing to English instruction in the Lower department being given up in the Mission school. The fee collection for Primary instruction amounted to Rs. 2,074, and about three-quarters of this sum was taken in the two Anglo-Vernacular schools; but at the same time there has been an increase in the collection from Vernacular and a decrease in that of the English schools for this year. The Upper Primary examination results were for this year 376 candidates and 291 passes (56 in English), and for last year 343 candidates and 205 passes (57 in English). At the Lower Primary test the numbers were 500 passes out of 555 this year, and 390 passes out of 449 boys last year. The total average cost per head for Secondary Anglo-Vernacular instruction is Rs. 45-3-0, or Rs. 5-8-0 per head less than the cost at Rawalpindi; but the cost to Government at this latter place, where the instruction is Aided, is only Rs. 21-12-0 against Rs. 32 in the former, where the instruction is both Government and Aided: the cost per head for Middle Vernacular is Rs. 9-13-0, or less than at either Jhelum or Rawalpindi. In Primary instruction each boy costs Rs. 6-14-0 when he learns English, and Rs. 2-10-0 when only the Vernacular. Rs. 1,804 were spent in scholarships during the year on boys receiving Secondary instruction, and, as is shown above, Rs. 1,775 were received in fees, so that actually more was given away to the boys in Secondary schools than was received from them during the year. This is also the case with Secondary instruction in the Jhelum district. No scholarships or stipends are given in the Primary schools. The work in the Vernacular schools of the district has been in general good throughout the year. In the Primary schools the average number of scholars for each school is 90. There are a few places in the district where Government education has not been appreciated and schools have had to be closed; but on the whole in this district (and the same may be said of Rawalpindi and Jhelum) the people, though they would probably not pay much more for education than the small amount now collected of nearly 3 annas per boy per annum, are nevertheless quite amenable to receiving instruction, and are very willing to fill schools when established; and this much certainly cannot be said of either Shahpur or the districts of the Peshâwar division, or of some other districts in the Province. There is no regular boarding-house attached to any of the schools, except in Gujrat itself. In some of the other schools one or two rooms accommodate boarders, but these arrangements are not sufficient."

Shahpur.

31. "There are 44 Government institutions, or 9 more than last year, containing 2,778 scholars, or an increase of 481 for the year; the average daily attendance was 1,907, or an increase of 482. Of the above statistics 4 schools are for Secondary instruction (Middle grade) and contain 131 students. 70 of these, together with 121 boys under Primary instruction, learn English, or 36 more than were learning that language last year. The sums of Rs. 638 in Secondary schools and of Rs. 1,399 in Primary schools were taken in fees this year, showing an aggregate excess of Rs. 398 for the collections of last year. Almost all the proceeds from fees come from the Anglo-Vernacular Middle and Primary institution at Bhera. It is to be noticed, however, that for Vernacular Middle instruction the collection (Rs. 103) though small, is more than treble of what it was last year; and for Vernacular Primary instruction the levy of fees was commenced for the first time during the year and brought in Rs. 201. 26 candidates appeared at the Middle examination in April 1884, and 21 of them passed (12 out of 15 in English). These results are very slightly below those of last year, when all out of 13 candidates passed on the English side. For the Upper Primary examination this year there were 170 candidates and 76 passes (40 in English). These results show a good increase in the English passes, and as large a decrease in the Vernacular ones. At the Lower Primary examination 205 passed out of 294. These are a little below the corresponding numbers for the last year. Rs. 856 were distributed in scholarships and stipends during the year, Rs. 661 in Secondary and Rs. 195 in Primary schools. There are no boarding-houses attached to any of the schools in the district, though temporary arrangements for boarders have been made in the Anglo-Vernacular school at Bhera. This school has made such good progress that towards the end of the year application was made for the establishment of a High school in it.*

* Since sanctioned.—*D.P.I.*

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State of education in each district.

Shahpur.

"Some little progress was reported in the Vernacular Primary schools for the year, but the general state of education in them is still very low owing to apathy on the part of the people, and to inefficient teachers. The average number of students per school is only 55, and consequently the average cost for the Primary education of each boy is Rs. 3-12-0 per annum, or greater than anywhere else in the circle except at Pesháwar and Kohát. The total average cost per boy for Middle Anglo-Vernacular instruction, Rs. 29-14-0, was lower than that in any Middle school in the Province for the last year, except the Siálkot Government and Gujrat Mission schools. Shahpur is noted for the number of men it has supplied to the Government Medical Department, and three of these are at the present moment officiating as Civil Surgeons. The small town of Girot is the birthplace of an M.A. of the Calcutta University, and still Shahpur is I believe the only district in the Province which has not an English school of some kind or other at its head-quarters."

Pesháwar.

32. "There were at the end of the year 130 students receiving Secondary instruction in 5 schools, and 2,042 under instruction in 32 Primary schools. The average of daily attendance in all schools was 1,533. 351 students (83 Secondary and 278 Primary) were learning English, and instruction in this language is wholly confined to the one Anglo-Vernacular Mission school in the city of Pesháwar. There has been a decrease of one Vernacular Primary school and an increase of 175 students in all the schools. Rs. 1,772 were received in fees, of which amount Rs. 1,592 came from the one Anglo-Vernacular Mission institution (High, Middle and Primary departments combined); still it is satisfactory to note that the collection in Vernacular schools, though very trifling, is 70 per cent. larger than it was for last year. The whole increase in fees for the year was Rs. 495. 6 candidates appeared for the Entrance examination (Calcutta and Punjab), and 2 passed: 21 joined the Middle school examination from 2 schools, and 8 passed, 5 of these last in English and 3 in Vernacular. These results are not nearly so good as those of the previous year, when 2 students out of that number of candidates passed the Entrance and 16 out of 17 the Middle examination. At the Upper Primary examination there were 147 candidates and 96 passes (50 in English), and at the Lower Primary examination 343 candidates and 210 passes. These results show an improvement over those of last year, except in the actual number of Vernacular Upper Primary passes, which was smaller than in the previous year. Rs. 500 were distributed in scholarships and stipends for Secondary instruction only during the year. There has not been much progress made in either instruction or attendance in the Vernacular Primary schools during the year. The average number of scholars for each school (excluding that in Pesháwar city) is 46, and the average cost per boy is Rs. 4-15-0, or higher than anywhere else in the circle. The recent establishment of 3 Middle Vernacular schools (mentioned in last year's report) will doubtless produce good results in supplying teachers belonging to the district, which is a great want, as teachers from other districts go to Pesháwar very unwillingly.

"87 native females are under instruction in the city of Pesháwar in two schools, and 21 females receive instruction in private, and all are under the management of the Pesháwar Mission Society. In one of the schools that I was allowed to visit, many of the girls read and write Gurmukhí very intelligently, though they were not far advanced. In addition to all the above educational operations, it may be mentioned that the Mission Society has established a Vernacular Primary school for boys in one of the villages out in the district. This school is maintained wholly by the Mission, and contained, when I visited it, about 40 boys under Primary instruction."

Hazára.

33. "33 boys are receiving Middle instruction in 3 schools, and 1,580 boys in 30 schools are receiving Primary instruction, and the average daily attendance of all was 1,089. 16 students in the Middle and 55 in the Primary department, or 71 in all, are learning English in 2 schools. 11 new schools (Vernacular) were opened during the year, and there was an increase of 676 scholars in the whole district.

"The amount collected in fees this year was Rs. 562, and all of this sum (except a few rupees from the 2 Middle Vernacular schools) came from the Abbott-abad District school. No fees are levied in the Vernacular Primary schools. 9 students (5 in English) passed the last Middle school examination out of 12 candidates, against 9 and 10 respectively at the previous examination: 51 boys (24 in English) out of 61 passed the Upper Primary examination, and 106 out of 133 the Lower Primary test. These results are an improvement on those of the previous Primary examinations.

Rs. 263 were spent in scholarships in the Middle schools, and none in the Primary schools. One school in the district is provided with a moderate sized boarding-house. One Middle Vernacular and 10 Primary Vernacular schools were established, and 2 old schools were closed during the year. English instruction has been recently commenced in one of the Vernacular schools. The average number of boys on the rolls of each school is 51, and the total average cost per boy under Vernacular Primary instruction is Rs. 4-3-0, or nearly double what it is in Rawalpindi or Jhelum; while the total average cost per boy for Middle Anglo-Vernacular instruction (Rs. 60-9-0), though smaller than in a great many districts in other circles, is larger than the similar cost in the other districts of this circle, even where there are High schools.

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State of education in each district.

Hazára.

"There has been a large increase of scholars, owing chiefly to new schools being opened. Very satisfactory assistance is given by private individuals in the way of lending houses for schools, as 7 schools, according to the Deputy Commissioner's report, are located in rent-free houses. The state of Vernacular education, however, is very low, as may be seen from the fact of only 37 and 89 boys presenting themselves as candidates for the Upper and Lower Vernacular Primary tests respectively."

Kohát.

34. "Almost all the Government education given in this district is carried on in the Kohát District school, which contains 34 students in its Middle and 348 in its Primary school, all the former and 89 of the latter number learning English. 9 out of 11 passed the last Middle school examination, 35 out of 37 the Upper Primary, and 40 out of 47 passed the Lower Primary test. The collection in fees taken in the whole school, Middle and Primary, was Rs. 558, while at the same time Rs. 432 were given back to the boys in scholarships and stipends. The Kháns of the district give a very cordial assent to our educational operations at head-quarters by subscribing funds for the school building, and by sending in some 30 of their children to live in a very comfortable boarding-house and attend the District school. The native residents of the town of Kohát also are very liberal in their rewards for examinations. Out in the district, however, there are only 4 Vernacular Primary schools with 258 scholars, of whom 6 passed the Upper Primary and 20 the Lower Primary examination this year."

Mooltan Circle: Mooltan.

35. "The total number of schools in the district of all kinds was, during the year, 79. Of these, 9 go to make up the District school and its branches in the city of Mooltan, one is the Railway school for Europeans and Eurasians, four are Aided girls' schools, four are Aided boys' schools, and all the others are Vernacular schools throughout the district, two of which are of the Middle and 59 of the Primary grade. The total number of scholars reading in all these schools gives an aggregate of 3,924 with an average attendance of 3,080; *i.e.*, 846, average 755, for the District school and its branches; 24, average 19, for the European and Eurasian school; 118, average 105, for the Aided girls' schools; 395, average 327, for the Aided boys' schools; and 3,530, average 2,924, for the Vernacular schools of the district. Besides these there were eight indigenous Primary schools inspected, examined and rewarded, having an aggregate of 148 boys, average attendance not kept.

"Both the registered number of pupils and the average attendance have increased considerably this year in comparison to last. The total amount collected in fees during the year was Rs. 4,861 against a total of Rs. 4,349 last year: Rs. 3,666 were from the District school and its branches, Rs. 553 from the Vernacular schools, and Rs. 642 from the Aided schools.

"As far as Secondary education in the district is concerned, the District and Aided schools with the two Vernacular Middle schools show fairly well for the past year. Much trouble was experienced in the District school during the late head-master's illness up to the time of his death, but on the whole fair progress was made. The Aided cantonment school is perhaps the least progressive in the district, but the two Vernacular Middle schools have both showed fairly satisfactory results.

"Only five boys went up for the Entrance examination of the Punjab University, and two passed. None went up for Calcutta. This is not satisfactory, but the general result for this examination was not as good as usual throughout the Province. For the Middle school examination 23 boys out of 25 from the District school and two out of five from Aided schools passed in English, and all the candidates to the number of seven from the two Vernacular schools passed in Vernacular.

"The Primary schools of the district show on the whole a very great improvement; not only is there an increase of nine Vernacular schools this

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State of education in each district.

Mooltan Circle: Mooltan.

year, but the progress in studies has been very satisfactory. From the Primary branches of the District school 47 boys out of 62, and of the Aided schools 26 out of 30, passed in English by the Upper Primary standard, while in the Vernacular schools 103 passed out of 135 candidates. By the Lower Primary standard, an entirely Vernacular test, 338 boys out of a total of 474 candidates passed from all the schools.

"Last year there were only four indigenous schools inspected and rewarded. This year there were eight; many of the teachers are old departmental men who had some Normal school training, and some of them were, or had been, pupils in some of the District schools. The examinations were very simple, and the rewards given amounted to Rs. 174.

"The District Inspector, Saiyad Muhammad Alí, has been attentive and regular in his duties. The district, however, is a very large one, and the duty of inspection is becoming each year more and more arduous for a man of his age and service. He does not shrink from his work, but he would be better able to undertake the inspection of a smaller district where less bodily exercise was necessary.

"The tahsíldárs are improving in their visits to the schools, though much more influence could be exerted by them than is the case at present."

Jhang.

36. "There were altogether 42 schools in this district during the year; 7 of these are Anglo-Vernacular schools and their branches, 7 are girls' schools, and the rest, to the number of 28, are Vernacular schools, 2 of which belong to the Middle and 26 to the Primary grade. The total number of pupils in all these schools was 3,674, with an average attendance of 2,969; against a total of 2,146 and an average attendance of 1,699 reported last year. The increased numbers are almost altogether in the Primary schools, the Secondary department and the girls' schools showing about the same as they did last year.

"The total amount collected in fees during the year was Rs. 2,083 against a total of Rs. 1,933 collected last year. Of this amount the Vernacular schools contribute only Rs. 128.

"The schools of the Secondary class are 1 District school with both High and Middle departments, 2 Anglo-Vernacular Middle schools, and 2 Vernacular Middle schools. The tuition in the District school has been very carefully watched during the year, and the results have been remarkably satisfactory. The results of the Secondary examination, however, in this report, have reference to the year 1882-83, inasmuch as they took place at the beginning of the year under review. The result of the Entrance examination to the Lahore College was very bad indeed, as none of the candidates passed; but out of 51 candidates for the Middle school examination 47 passed, of whom 40 were from the Anglo-Vernacular and the other 7 from the Vernacular schools. The 2 Anglo-Vernacular Middle schools showed great improvement.

"The number of the Primary schools is the same this year as last, but there is a very great improvement in progress. There is improvement in the number of pupils, in the percentage of passes, and the method of teaching has been receiving special attention. The older and useless teachers are being supplanted by younger and able men, whose work must be judged after a few years when their influence and popularity are established.

"Out of 154 candidates for the Upper Primary examination 122 passed, of whom 56 were from Anglo-Vernacular and 66 from Vernacular schools, against 90 successful last year; and by the Lower Primary standard 185 out of 259 passed from all the schools, against 169 out of 246 last year.

"The chief muharrir, Munshí Hukm Chand, is very popular in the district and knows it thoroughly well. His tours of inspection have been regular and generally complete.

"The tahsíldárs have been paying more attention to the schools in their respective tahsíls, but are likely to be more influential the more they show the results of education in themselves."

Montgomery.

37. "The total number of schools in this district is 32—one an Anglo-Vernacular Middle school, two Anglo-Vernacular Primary schools, three Vernacular Middle schools, 24 Vernacular Primary schools, and two girls' schools. The total number of pupils was 1,459, with an average attendance of 1,241. Of these, 203, average 164, are in Anglo-Vernacular schools; 1,206, average 1,039, in Vernacular schools; and 50, average 38, in girls' schools. The number of schools is two more than last year, and the number of pupils has increased considerably.

"The total amount collected in fees during the year was Rs. 880, of which Rs. 359 was from Anglo-Vernacular and Rs. 521 from Vernacular schools, against a total of Rs. 992 collected last year. The deficit is on the part of the Vernacular schools.

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State of education in each district.

Montgomery.

"All the Middle schools of both kinds have shown improvement during the past year. Only three of them had their classes complete, and of the 16 candidates who went up at the beginning of the year all passed the Middle school examination, against 10 out of 12 who were successful last year. I must here mention that the Vernacular Middle school of Kamália is the best of its kind in the whole circle.

"There is but one more Primary school this year than last year, but the improvement in tuition and in the success of the pupils is most marked. During the early part of the year the attendance was not at all good, and this is the case in all pastoral districts in a greater degree than in the more agricultural parts; but the attendance improved greatly towards the end, and the average for the year is a great improvement on what was reported last year. For the Upper Primary examination 96 boys appeared, and 85, or nearly 89 per cent., passed; while by the Lower Primary standard 199 candidates were examined, and 158, or 79 per cent., were successful. These results are highly satisfactory and mean a great deal for Montgomery. In fact, this district shows the highest percentage of passes by these standards of any other districts in the circle. The efficiency of teachers is more apparent than before, for, though few trained men have joined, several passed Middle school pupils have been employed to supply immediate wants, and one or two useless men have been dismissed.

"The chief muharrir's work has been careful and efficient. The tahsíldárs and their náibs have exhibited much more intelligence in visiting the schools of their tahsíls than those of any other district."

Muzaffargarh.

38. "There is a total of 29 schools in this district, *viz.*, one Anglo-Vernacular Middle school, its Primary branch, two Vernacular Middle and 25 Vernacular Primary schools. There was one more Primary school last year. The total number of pupils was 1,545, with an average attendance of 1,239, against a total of 1,672 and an average attendance of 1,307 reported last year. This deficit in numbers for the year under review has taken place in all schools. The total amount of fees collected this year was Rs. 330 against a total of Rs. 348 collected last year.

"There are three Middle schools. Not only have the numbers decreased, but the progress in two has not been as satisfactory as usual. The Kot Adu Middle school classes have done extremely well; but great pains have been taken to remodel the other two, one of which deteriorated on account of the mismanagement of the late head-master, and the other had not quite recovered from the sickness of the year before. Six out of eight candidates passed the Middle school examination at the beginning of the year, against four out of nine the year before, from two of these schools.

"From all the Primary schools 105 boys appeared at the Upper Primary examination, and 80, or 76 per cent., passed; and out of 201 examined by the Lower Primary standard only 133 were found fit to pass. These results are most unsatisfactory. More backward schools were also brought to the notice of the Deputy Commissioner than was the case in any other district. The Primary school of Kot Adu was in a very disgraceful state, but arrangements have been made to remedy the defects. Last year three indigenous schools were inspected and rewarded on certain very easy, though necessary, conditions. This year eleven schools asked for inspection and earned rewards for their teachers.

"The chief muharrir has been regular in his inspections and critical in his reports, and the tahsíldárs have been more encouraged by the successive Deputy Commissioners to foster the schools in their charge than is the case elsewhere; but the material is very bad, the degradation of the inhabitants being most marked, demanding much care and judicious treatment."

Dera Ismail Khan.

39. "In this district there are 29 schools: two are the Anglo-Vernacular city school and its Primary branch, four are Aided Mission schools, one is a girls' school, and the remaining 22 are Vernacular schools, two of which are of the Middle grade. Last year there were 30 schools, but two Primary schools were closed and the girls' school opened this year. The number of pupils in all these schools was 2,070 with an average attendance of 1,658. The total numbers are slightly in excess of those of last year, though the average is a little less.

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State of education in each district.

"The total amount of fees collected this year was Rs. 1,041 against Rs. 909 last year. No fees whatever have been heretofore contributed by Vernacular schools in this district.

Dera Ismail Khan.

"The district was visited by the Assistant Inspector, who reports that education is progressing fairly well. The city school and Aided Mission schools are a little improved to what they were, while the two Vernacular Middle schools are about the same as they were last year. At the beginning of the year 36 candidates from all these schools went up for the Middle school examination and 30 passed, against 19 out of 26 the year before.

"The Primary schools are doing on the whole fairly well, considering the difficulties in this frontier district. The Assistant Inspector examined all the classes, and the results of the Upper and Lower Primary examinations were very poor; but he remarked that he did not consider these results as final, as his visit was made long before the classes could have learnt their annual course, and expected that deficiencies would be made up at the end of the year. The District Inspector, however, has now reported that he has found some more boys fit to pass these examinations, *viz.*, 77 out of 109 for the Upper Primary and 197 out of 242 for the Lower Primary. These final results are very satisfactory, and an improvement on last year.

"Lála Wásu Rám, of the city school, acted as District Inspector for two-thirds of the year, and was reported as having been careful and regular in his duties; and the tahsíldárs, especially those of Leiah and Bhakkar, visited the schools under them regularly."

Dera Ghází Khan.

40. "The total number of schools in this district is 40; 5 are the District school and its branches, 5 are Vernacular Middle schools, and 30 are Vernacular Primary schools. The number of schools was the same last year, but there is one Middle more and one Primary less this year. The total number of pupils was 2,521 with an average attendance of 1,990, against 2,381 and an average of 1,795 reported last year. This increase is almost entirely in the Vernacular schools. The total amount of fees collected was Rs. 1,843 against Rs. 1,743 of last year. None of this was contributed by the Vernacular schools.

"The Secondary education in this district is very excellent. The District school is second to none in its general well-being and the proficiency of its classes, and the Vernacular Middle schools with one exception are extremely satisfactory. From the District school all the 10 boys in the 3rd class, and from four Vernacular schools (the fifth has only lately been made a Middle school) all the 14 candidates sent up passed the Middle school examination. This is a better result than that of last year, though the number of candidates was greater then.

"The state of the Primary schools is satisfactory. The number has increased greatly, and the tuition is much improved. There are of course a few exceptions, but on the whole this district is the best in the circle. 143 boys were examined by the Upper Primary standard and 108 passed, and 256 by the Lower Primary standard of whom 173 passed. These results are not quite so good as those of last year.

"The District Inspector, Lála Aya Rám, B.A., was a thoroughly efficient and hardworking officer, and has always given the greatest satisfaction. He passed the examination for Extra Assistant Commissioner, and is posted to Bannu in that capacity. The tahsíldárs were fairly regular in their visits, and did what they could to help education."

Bannu.

41. "There are altogether 32 schools in this district; five are Aided schools and their branches, two are Vernacular Middle schools, and 25 are Vernacular Primary schools. Last year there was a total of 27 schools. This year there is an additional Aided school and four Vernacular Primary schools. The total number of pupils is 1,608 with an average of 1,173, against 1,242, average 917, reported last year. This increase has been entirely among the Vernacular schools.

"Fees have been collected only in the Aided schools, the amount being Rs. 216 against Rs. 237 of last year. Vernacular schools contributed nothing.

"The Assistant Inspector reported the schools as doing fairly well on the whole: four boys went up from one of the Vernacular schools for the Middle school examination, and all passed. Steps are being taken to introduce a better set of teachers in the two Vernacular schools. One of the Aided schools alone has a few boys in the Secondary department, but none were fit for the standard of the Middle school examination.

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State of education in each district.

Bannu.

"The Primary schools have improved both in numbers and tuition very considerably. The Assistant Inspector's examination by both the Primary standards was not meant to be final, but the chief muharrir's returns show that out of 65 boys examined by the Upper Primary standard 31 have passed, and by the Lower Primary 131 out of 183. These results are a slight improvement on last year. No passes are reported by these standards from any of the Aided Primary schools.

"The chief muharrir has been regular in his visits to the schools, and 'trying to do what he can with the staff of teachers under him.' No special mention is made by the Assistant Inspector of the visits of tahsíldárs to the schools under them."

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Controlling agencies.

CHAPTER II.

CONTROLLING AGENCIES.

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Superior controlling staff.

42. Colonel Holroyd filled the office of Director throughout the year under report, with the exception of three months' leave from the middle of August to the middle of November, when Mr. Pearson officiated for him. He was detained at head-quarters by work connected with the Text-Book Committee and the University, and was unable to go on tour.

43. At the end of the year the Inspecting staff stood as follows:—Mr. Pearson held charge of the Umballa Circle, assisted by Lála Piárí Lál; Dr. Stulpnagel of the Lahore Circle, with Bábús Harí Singh and Jai Gopál Singh as his Assistants; Mr. Thompson had the Rawalpindi, and Mr. Harvey the Mooltan Circle; while Bábú Pír Bakhsh was Assistant Inspector for the Frontier districts. The staff remained unaltered during the year, save that during Mr. Pearson's tenure of the Directorship Mr. Lewis held charge of the Umballa Circle for two and Lála Piárí Lál for one month; and that upon the death of Lála Baldeo Sahái, Assistant Inspector of the Lahore Circle, in September, Lála Bhairon Parshád officiated till the middle of March, when he was succeeded by Bábú Jai Gopál Singh.

Proposed revision of Inspectors' Circles.

44. Shortly after the close of the year the inspection of all the European schools of the Province was made over to the Inspector of the Lahore Circle, in accordance with the recommendation of the Bengal Committee that this duty should be entrusted to a single officer in order to ensure uniformity of treatment. In connection with this change, the question of a redistribution of districts among the four Inspectors was considered; and it was decided that some redistribution was certainly necessary, that the approaching revision of the revenue divisions of the Province would afford a convenient opportunity for the change, and that the matter should be considered at the end of the next cold season by the Inspectors and Director in concert. One important object which I shall endeavour to secure is, so to distribute the work that it shall be possible to give an Assistant to each Inspector. There is at present an Assistant Inspector temporarily sanctioned for the Frontier districts, some of which are included in the Rawalpindi, and others in the Mooltan Circle. There is no doubt that it will be necessary to make the appointment permanent, as the superior inspecting staff is already more than fully occupied during the cold weather. But the allotment of an assistant, not to a circle, but to definite portions of two circles, works badly. The Inspector cannot, in the Mooltan Circle at least, where distances are great and rivers make travelling slow, visit the whole of his circle during the year; and the result is that, his Assistant being confined to the Frontier districts, the Inspector has necessarily to devote his attention mainly to the districts lying cis-Indus, and visits the others only at considerable intervals. Thus the Bannu district has not been traversed by the Inspector for certainly two years in succession; while the Deputy Commissioner of Dera Ismail Khan informs me that during the last three years the Inspector's tours have been con-

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Controlling agencies.

Proposed revision of Inspectors' Circles.

fined to once marching straight across the district, and that the schools of the Kuláchi and Tánk tahsíls have not been visited by him for the last six years. This is not as it should be; and I shall make arrangements next cold weather for a more thorough inspection of the lower frontier, the schools of some of the districts on which are in a very unsatisfactory state. This, however, will probably involve the deputation of the Assistant Inspector sanctioned for the Frontier to some of the cis-Indus districts. In no single circle is the Inspector able, under existing arrangements, to inspect in detail all the districts of the circle every year. But, so long as his Assistant is appointed to the circle as a whole, he arranges so that no district is two years running without his personal attention.

Revision of the functions of Inspectors of Schools.

45. There can be little doubt that the time is now ripe for the change recommended by the Education Commission, by which the detailed examination of Primary schools shall devolve upon the subordinate inspecting staff. This would leave the Inspectors free to inspect and administer, which it is difficult for them to do so long as the whole of their camping season is spent in the actual examination of small boys in the rudiments. An Inspector of Schools should be a controlling and advising officer. It should be his chief duty to keep touch with the wishes and requirements of the people, to study the educational needs of his circle, to stimulate progress, to suggest improvements, and to control his subordinate staff. The schools for higher education will of course always require and receive more minute attention at the hands of the Inspector. But the rapidly increasing number of Primary schools, and the prospect of the addition of a large number of indigenous schools to the institutions to be inspected, will shortly render some such change as is sketched above absolutely unavoidable; and the approaching transfer of District schools to local management, which will relieve the Department of a good deal of routine executive work, will be a favourable opportunity for the reconsideration of our Departmental system.

46. The change should, I think, largely take the form of decentralisation. Nothing has struck me more forcibly than the manner in which the whole administrative work, down to the minutest details, is at present centered in the Director's hands. The result is an overgrown central office over which effective control is difficult; while the head of the Department is burdened with details that could be far more effectively disposed of locally, and the Inspectors are actually ignorant of much that affects their own circles. I entirely agree with the remarks quoted below from Mr. Pearson's report. The selection for the few highest appointments must always be made at head-quarters. But I am of opinion that, so far as a circle includes a sufficient number of appointments to afford a reasonable flow of promotion, promotions and transfers should in the main be confined within the circle, and that at least the first proposals should always come from the Inspector.

A change in this direction will throw much detail upon the Inspectors' offices which has hitherto been performed at head-quarters, though the localisation of schools will largely reduce the total amount of such work that has to be performed by the Department. But the new duties of control which will be demanded from the Inspectors will be partly compensated for by the relief from detailed examinations; and the change, while it will perhaps somewhat increase their work, especially in the hot weather, and will certainly greatly increase their responsibility, will bring with it a very substantial increase of authority in and control over their jurisdictions, and will therefore, I hope, be

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Revision of the functions of Inspectors of Schools.

not unacceptable to them. A manual of inspection for the use of the inspecting staff of the Province has long been needed; and Mr. Pearson, than whom no one can be better qualified for the task, has kindly consented to prepare one while on furlough in England.

Mr. Pearson writes as follows:—

"The evils resulting from frequent changes in the teaching staff of District schools were discussed in last year's report. It is hardly too much to say that this is the chief cause of shortcomings of all kinds. The advantages of a Provincial list are sacrificed when the transfer of one teacher for a good reason necessitates other changes in order to carry out the first. The comparatively stable and prosperous condition of the Middle Vernacular schools is no doubt due in a measure to their freedom from this source of disturbance. The right principle seems to be that the proposals to fill up vacancies should come from below, and be confirmed or amended by the higher authority. Some interchange of teachers must no doubt take place; but it is better that it should be confined to the Division, or at least to the circle, as a rule. Exceptional cases can always be arranged by correspondence between Inspectors of Schools. Nothing is more likely to spoil a teacher than to make him independent of the officer under whose immediate control he works."

Subordinate inspecting staff.

47. The staff of District Inspectors and Chief Muharrirs varies much in capacity. Some of them are picked men of great energy and high qualifications; others are far less satisfactory, sometimes merely because they are too old for the work, being not only deficient in physical activity, but also behind the times in educational matters. The question is a difficult one, though one that presents itself in all Departments of Government service. It is hard to dismiss a man who was efficient when appointed, who has worked faithfully and well, who still continues to do his best, and of whom the worst that can be said is that far better men might be got for the money. But physical and mental energy and activity are particularly essential in a District Inspector; while it is equally important that he should be educationally the superior of the most advanced amongst the teachers under his control.

48. During the year arrangements were made by which the outlying schools of the Simla district, which had previously been altogether without district inspection of any sort, should be occasionally visited by one of the masters of the District school; and the Inspector reports that the results are already apparent in the marked improvement of these schools. In Ludhiána an Assistant District Inspector was temporarily added to the staff; but I have since declined to sanction the appointment. There is, however, no doubt that the steady growth of Primary schools, and especially the addition of indigenous schools to the inspection-roll, will necessitate additional subordinate inspecting agency; while it is by no means improbable that the number of Assistant Inspectors will have to be increased. If so, I hope that the increase will not involve any reduction in the number of Inspectors; for great inconvenience is already felt at times from the narrow field for selection afforded by our very small superior staff. The following extract from Mr. Pearson's report expresses his views on the increase of the subordinate staff:—

"A proposal to add Assistant District Inspectors has been discussed of late, and has given rise to some difference of opinion, which appears to be due to an imperfect apprehension of the object in view. Experience shows that the older District Inspectors, however efficient in a general way, are inclined to cut their tours short; and no doubt the life which they lead when going from village to village is one of discomfort, while at the Sadr station they have light office-work and everything that they can desire. Hence, if in any quarter they omit to visit any school in their charge, it can often be shown that the omission was unnecessary. The question at issue,

however, is whether the school should be thoroughly examined once a quarter or merely inspected in a cursory manner. If the latter plan is adopted, both departments of a Middle school, or two village schools, must sometimes be inspected in a single day. If the examination is thorough, and the amount of work performed since the last inspection is tested in all its details, an assistant is required in the larger districts. The time seems to have come for such an examination in detail at least twice a year, even if it be impossible or unnecessary to have it oftener."

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Controlling agencies.

Subordinate Inspecting staff.

49. The lack of opportunity afforded by the Educational Department of rising to the higher judicial and administrative appointments has frequently been a subject of comment, and has recently formed the text for certain recommendations of the Education Commission. In the Punjab a considerable number of our best men have, under the old rules, been accepted as candidates for munsiffships or tahsíl appointments; and have frequently been offered officiating appointments. These appointments, however, have generally been for a few weeks or months only; and the dislocation of school-work caused by the temporary absence of a head-master has been considered so objectionable, that permission to accept them has very generally been refused. On the other hand, these short officiating appointments afford the Chief Court the only means they possess of judging of the capacity of an accepted candidate; and I understand the result to have been that, while officiating appointments are no longer offered to candidates in the Educational Department, it being believed that to do so would only result in waste of time, more permanent appointments are also withheld from men whose capacity has not been proved, and thus our candidates are eventually struck off the roll as having failed to obtain appointments. The evil of changes and transfers among the superior school staff is undoubtedly great. But I think the advantage of occasional appointments of Educational officers to higher posts so considerable, not only as stimulating promotion within the Department, but still more as holding out to the staff a reasonable hope of emoluments and position higher than they can obtain in their own line, that I am prepared to accept the evil as smaller than the good which it secures. The recent rules under which certain appointments in the higher ranks of the Uncovenanted Service have been thrown open to competition, while they will probably divert to other lines good men who otherwise would have come to us for employment, will none the less afford a welcome stimulus to our staff; and already several of our men are absent on probation as Munsiffs and Extra Assistant Commissioners. Here the evil is inconsiderable, as the absence is for a lengthened term, promotions substantive *pro tem.* are made meanwhile, and though the rule that a man who seeks to leave one Department for another for his own benefit should retain no lien on the latter is sound in principle, yet the advantage to the staff in general is so great that the change must be considered an almost unmixed benefit to the Department.

Promotion of Educational officers in other Departments.

50. Of late years complaints have been numerous of the want of interest exhibited by the tahsíl officials in the schools of their jurisdictions. As Mr. Thompson writes, "the general idea prevailing among Tahsíldárs and their assistants was that school work was not a part of their own legitimate duties, and they did not therefore think it incumbent upon them to go out of their way to inspect a school, but merely visited those schools which came on their road while they were out on other duties." They did not by any means always do even so much; and I recently had occasion to notice a case in which the school at the very head-quarters of the tahsíl had not been visited once during the year by the Tahsíldár. Before the recent partial separation of judicial from executive duties, it was probably almost impossible for a

Inspection by Tahsíldárs and Náib-Tahsíldárs.

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Inspection by Tahsíldárs and Náib-Tahsíldárs.

Tahsíldár to devote any considerable portion of his time to school visitation. Now, however, that Munsiffs have relieved Tahsíldárs of the greater portion of their judicial work, this is no longer the case; and rules for the inspection of schools by Tahsíldárs and their Náibs were issued under the authority of the Financial Commissioner in December 1883, from which much advantage may be expected. It is not desirable that these officers should interfere directly in the management of schools, otherwise than by reporting the result of their inspections. But they can give most valuable assistance in keeping the school-houses and materials in good order, and still more in raising the numbers in attendance; for, as Dr. Stulpnagel writes, "experience has shown that the interest taken in schools by Tahsíldárs and Náib-Tahsíldárs has the effect of raising the number of pupils in the schools they visit. The motives of the agriculturist parent in such cases are not very praiseworthy; still the schools benefit, and the children obtain a great advantage."

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University education.

UNIVERSITY EXAMINATIONS, 1884.

Examination		Government Institutions	Oriental College	Other Provincial Institutions	Extra-Provincial Institutions	Private students*	Total
Calcutta Entrance	Institutions	7	...	10	...	...	17
	Candidates	26	...	65	...	5	96
	Passes ...	5	...	25	...	...	30
Calcutta First Arts	Institutions	...	...	2	...	...	2
	Candidates	...	...	7	...	...	7
	Passes ...	...	...	5	...	...	5
Calcutta B.A.	Institutions	1	...	...	...	...	1
	Candidates	2	...	...	...	...	2
	Passes ...	1	...	...	...	...	1
Punjab Entrance (Arts)	Institutions	11	1	18	...	...	30
	Candidates	212	7	133	...	86	438
	Passes ...	100	8	52	...	16	171
Punjab Intermediate (Arts)	Institutions	1	...	1	...	...	2
	Candidates	47	...	3	...	21	71
	Passes ...	26	...	2	...	4	32
Punjab B.A.	Institutions	1	1	...	...	...	2
	Candidates	11	1	...	...	14	26
	Passes ...	6	...	...	...	3	9
Punjab M.A.	Institutions	1	...	...	..	...	1
	Candidates	4	...	...	...	2	6
	Passes ...	1	...	...	...	2	3
Punjab Entrance (Oriental)	Institutions	3	1	2	...	...	6
	Candidates	25	12	3	...	16	56
	Passes ...	17	1	1	...	10	29
Punjab Intermediate (Oriental)	Institutions	...	1	...	...	...	1
	Candidates	...	14	...	...	1	15
	Passes ...	...	2	...	...	...	2
Punjab B.O.L.	Institutions	...	1	...	...	...	1
	Candidates	...	3	..	...	...	3
	Passes ...	...	3	...	...	...	3
Punjab M.O.L.	Institutions	...	1	...	...	...	1
	Candidates	...	1	...	...	...	1
	Passes ...	...	...	...	...	...	...
Proficiency in Sanskrit (Prágya)	Institutions	...	1	8	6	...	15
	Candidates	...	19	17	14	1	51
	Passes ...	...	6	6	2	1	15
High Proficiency in Sanskrit (Vishárad)	Institutions	...	1	...	1	...	2
	Candidates	...	5	...	1	...	6
	Passes ..	...	3	...	...	...	3
Honours in Sanskrit (Shástrí)	Institutions	...	1	1	1	...	3
	Candidates	...	4	1	3	...	8
	Passes ...	...	1	1	2	...	4
Proficiency in Arabic (Maulví)	Institutions	1	1	3	3	...	8
	Candidates	1	19	8	9	...	37
	Passes ...	1	6	3	4	...	14

Examination		Government Institutions	Oriental College	Other Provincial Institutions	Extra-Provincial Institutions	Private students*	Total
High Proficiency in Arabic (Maulví 'Alim)	Institutions	...	1	1	2	...	4
	Candidates	...	15	3	4	3	25
	Passes ...	...	2	...	...	...	2
Honours in Arabic (Maulví Fázil)	Institutions	...	1	...	...	...	1
	Candidates	...	7	...	...	1	8
	Passes ...	...	1	...	...	...	1
Proficiency in Persian (Munshí)	Institutions	3	1	10	4	...	18
	Candidates	12	21	44	19	19	115
	Passes ..	6	1	2	1	2	12
High Proficiency in Persian (Munshí 'Alim)	Institutions	2	1	5	2	...	10
	Candidates	4	9	14	3	4	34
	Passes ...	3	7	9	1	2	22
Honours in Persian (Munshí Fázil)	Institutions	...	1	3	1	...	5
	Candidates	...	2	6	1	4	13
	Passes ...	...	1	5	...	...	6
Proficiency in Hindí	Institutions	...	1	...	...	...	1
	Candidates	...	1	...	...	...	1
	Passes ...	...	1	...	...	...	1
Vaidya (Medicine)	Institutions	...	1	...	...	...	1
	Candidates	...	5	...	...	...	5
	Passes ...	..	3	...	...	...	3
Bhishak (Medicine)	Institutions	...	1	...	...	...	1
	Candidates	...	2	...	...	...	2
	Passes ...	...	2	...	...	...	2
Vaidya rájí (Medicine)	Institutions	...	1	...	...	...	1
	Candidates	...	2	...	...	...	2
	Passes ..	...	2	...	..	...	2
Hakím-i-háziq (Medicine)	Institutions	...	1	...	...	...	1
	Candidates	...	5	...	...	...	5
	Passes ...	...	4	...	...	...	4
Umdat-ul-hukmá (Medicine)	Institutions	...	1	...	...	...	1
	Candidates	...	1	...	...	...	1
	Passes ...	...	...	...	...	...	...
Civil Engineering (First examination)	Institutions	...	1	...	...	...	1
	Candidates	...	3	...	...	2	5
	Passes ...	...	2	...	...	...	2
Law (First examination)	Institutions	..	...	...	...	...	...
	Candidates	...	...	...	...	...	102
	Passes ...	...	...	...	...	...	16
Law (Final examination)	Institutions	...	...	...	...	...	...
	Candidates	...	...	...	...	...	61
	Passes ...	...	...	...	...	...	5
Medicine (First examination)	Institutions	1	...	...	..	...	1
	Candidates	14	...	...	...	...	14
	Passes ...	6	...	...	...	...	6
Medicine (Final examination)	Institutions	1	...	...	...	...	1
	Candidates	14	...	...	...	...	14
	Passes ...	13	...	...	...	...	13

* Candidates going up from institutions which do not ordinarily prepare for the examination in question are reckoned as private students.

CHAPTER III.

UNIVERSITY EDUCATION.

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The Punjab University.

51. The Punjab University, which was constituted by Act XIX of (5th October) 1882, and held its first convocation in November of the same year, held a second convocation for the conferrence of degrees on the 1st of December 1883. During the year the Senate has been fully occupied with the statutes and regulations of the University, which are now complete and only awaiting the final sanction of Government. The Senate has also acted as the advising body of the Punjab Government on many important educational subjects. It has, among other matters, discussed and communicated to Government its opinion upon vacations, holidays, and dates of public examinations; a system of grants-in-aid by results; the award of scholarships upon the results of examinations; Primary standards for boys' and girls' schools; female inspection of girls' schools; proposals for a new Panjábí Dictionary; draft code for European and Eurasian education; new rules for Training Colleges and Normal schools; competitive examinations for Extra Assistant Commissionerships; Test examination for admission to the public service. From the present year, moreover, it has assumed the conduct of the Middle school and Test examinations. Thus the new Institution is rapidly assuming, or rather has already assumed, an important position in the educational administration of the Province. It will be noticed that during the year only 96 candidates from the Punjab presented themselves for the Entrance examination of the Calcutta University, against 106 last year; and of these 34 went up for the Punjab examination also, and 18 were Europeans. For the Calcutta First Arts 7 went up, all Europeans; for the B.A. degree 2 candidates went up from the Government College; while no one presented himself for the M.A. examination. Thus the Punjab University may be said to have already driven its sister of Calcutta out of the field as regards natives of the Province; while the considerable number of candidates who appeared for its examinations in Oriental languages from institutions beyond the limits of the Punjab, show that it is also appreciated further afield. There is an impression that its courses are not so well adapted to European schools as are those of the Calcutta University. The modifications recently proposed in the standards of the European code, shortly to be introduced into the Province, will probably send the scholars of these schools also to its examinations; and if experience should show that any modifications in the courses are necessary to meet their requirements, those modifications will doubtless be made without hesitation. Government scholarships are no longer awarded on the results of Calcutta examinations, nor are Government institutions allowed to prepare students specially for the Calcutta course; and the influence which the Punjab University will in future exercise over the educational system of the Province can hardly be exaggerated.

52. During the year the question of vacations was considered. The three considerations that governed the decision ultimately arrived at were—that it is inadvisable to hold examinations in the

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hottest months of the year; that it is desirable to have the vacation either immediately following upon the examinations, or separated from them by an interval sufficient to allow of real work being done; and that Lahore is exceedingly unhealthy in September and the first half of October. The long vacation was accordingly extended from two to two and a half months, from the 1st August to the 15th October; and this has applied of course to all Colleges working with the University, and, by sanction of Government, to the Central Training College. Whether it shall also apply to the Mayo School of Art is a question which has been referred, but is not yet decided.

Results of University examinations.

53. The table prefixed to this chapter (page 32) shows the results of the University examinations of 1884. The Entrance examination, so far as it affects the Government and Aided schools of the Province, will be separately noticed in Section A of Chapter IV, where also more detailed figures will be found. For the Calcutta Entrance, out of the 26 candidates from Government institutions, 21 went up for the Punjab Entrance also. Of the 65 candidates from other institutions, 18 were Europeans. The candidates for the First Arts examination were from the Bishop Cotton School, Simla, and St. Thomas' College, Murree. The candidates for the B.A. were from the Lahore Government College. The increasing popularity of the Punjab University examinations is strongly brought out by a comparison of the figures for this year with those for 1883. For the Entrance examination on the Arts side the number of candidates increased by 35 per cent., while the percentage of passes rose from 31 to 39. The Randhír College at Kapurthala and the Patiála College each sent up 9 candidates, of whom 3 were in each case successful. For the Intermediate (Arts) examination 32 candidates passed out of 71, against 18 out of 39 last year; for the B.A. examination 9 out of 26, against 6 out of 17; and for the M.A. 3 out of 6, against 3 out of 5.

On the Oriental side the number of candidates for the Entrance examination increased by 19 per cent., and the percentage of passes from 42 to 52. The success of the Government Vernacular High schools was very marked, as they passed 17 out of 25 candidates. The Patiála College sent up 2 candidates, of whom 1 passed. For the Intermediate examination 2 were successful out of 14, against 3 out of 10 last year; for the B.O.L. 3 out of 3, against 1 out of 3. For the M.O.L. the one candidate failed, while last year all three candidates passed. It is to be hoped that the Oriental degrees will gradually attract more and more students as time goes on. The higher Vernacular education is at present too much confined to the study of Oriental classics. But as our teachers and text-books improve, we may hope to combine with that study some modicum at least of wider knowledge. The new regulation by which the Oriental Titles of the University will not be conferred on any who have not passed the Entrance examination, and the amended rules of the Oriental College which compel all students to read for that examination at least three hours a day till they have passed it, and exclude those who have not passed it from the highest Oriental classes, will, if strictly observed, do much towards this end.

54. The Oriental Titles examinations are evidently growing fast in popularity, while the standard is apparently rising. In Sanskrit 17 passed out of 70, against 19 out of 29 last year; in Arabic 22 out of 65, against 11 out of 58; in Persian 40 out of 162, against 129 out of 172. The large number of failures in Persian is striking; but as Government schools passed 6 out of 12 for Proficiency and 3 out of 4 for High Proficiency, the

standards were at least within the compass of school-boys. These examinations attracted candidates from the Egerton School at Bahâwalpur, the Mahendra College and Sanskrit school at Patiála, the Muhammadan school at Gujránwála, the Nábha school, and the Randhír College at Kapurthala, besides several Maktabs, Sanskrit and Aided (Mission) schools within the Province. No fewer than 54 candidates came from beyond the Punjab, of whom, however, only 10 were successful. They were drawn from the Canning College at Lucknow, the Oriental school at Gorakhpur, the Gházipur Madrisah, the Jaipur College, the Lucknow Mission school, the Gwálior school, the Sanskrit school at Almora, Jai Naráin's College at Benares, and the Saháranpur District school.

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University education.

Results of University examinations.

The question of uniformity of standards in University examinations is discussed below in the notice of the Lahore Government College (paragraph 56).

55. I print the annual report on the Lahore Government College by Mr. Sime, who has officiated as Principal throughout the year, as Appendix A to this report. It shows a continuance of the steady progress which has characterised this institution, and bears testimony to the successful administration of the College by the Principal and staff. Notwithstanding the fact that St. Stephen's College is attracting the undergraduates of Delhi and its neighbourhood, the numbers have increased since last year by 21 per cent., and the numbers in the Entrance class by 32 per cent. The entries for the year 1884 have already exceeded 100, an increase of more than cent. per cent.; and if the numbers continue to increase at anything like this rate, both staff and accommodation will cease to be sufficient. Notwithstanding the increase in numbers, the total expenditure has decreased from Rs. 46,626 to Rs. 46,477, while the average cost per student has fallen from Rs. 431-11 to Rs. 349-4, or by 11 per cent.—a highly satisfactory result. At the same time, the income from fees has risen from Rs. 1,941 to Rs. 2,760, or by 42 per cent.—that is to say, by more than double the increase in numbers. This is due to the introduction of an enhanced scale of fees, in which Rs. 2 was fixed as a minimum. This, however, was still considered far too low; and a new scale has just been sanctioned, under which uniform fees of Rs. 4, Rs. 5 and Rs. 6 will be levied from all students in the three courses respectively. The expenditure on scholarships amounted to four and a half times the income from fees, of which rather more than two-thirds fell upon Provincial revenues, and most of the remainder upon University funds. The expenditure from Provincial revenues under this head increased by 26 per cent., owing to the rule by which scholarships were granted to one in every four students who passed any University examination, irrespective of numbers. It is obvious that it would be impossible for Government to continue to make provision on this scale; and from 1885 the number of scholarships will be fixed. As a fact, the additional expenditure from Provincial revenues did not increase the total expenditure on scholarships, as the University reduced their grant by an amount almost exactly corresponding. Thus 41 per cent. of the students are now without scholarships, against only 26 per cent. last year; a very important fact, as showing that scholarships are not so essential to a collegiate education as has sometimes been represented. In future Government and University scholarships will alike be awarded by the University.

Lahore Government College.

56. The result of the Intermediate examination was not quite so good as last year, only 45 per cent. of the candidates passing, though the College students did better than those from

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University education.

Lahore Government College.

other institutions. For the B.A. degree 5 out of 12 passed, against 1 out of 9 last year. The one candidate for an M.A. degree failed. The failures were chiefly in English, Physical Science, and Sanskrit, and have been separately reported upon to Government. Mr. Sime attributes them in great part to a variation in the standard of examination, and his remarks on the subject are worthy of attention. The fact that the examiner in English added 20 per cent. to the actual marks gained on his paper, is the strongest possible proof that there is reasonable ground for Mr. Sime's complaint. There is a strong and very general feeling that, while the University examinations are admirably conducted in most respects, the want of uniformity of standard very greatly detracts from their value. In newly constituted examinations it is doubtless difficult, in the absence of traditions, to arrive at uniformity; but I think much might be done to improve the present state of affairs. The subject was discussed at some length in last year's annual report (pages 40, 41), and I entirely agree in the conclusion arrived at by both Mr. Sime and Colonel Holroyd, that the appointment of a board of moderators is desirable. The matter is one of the most vital importance, both to the University itself and to all the affiliated institutions; for nothing will so certainly make an examination unpopular, and prevent candidates from presenting themselves, as a feeling that there is no certainty about the results. I quite admit that there are serious difficulties in the creation of a board of moderators; but the evil may, if not attended to, become so great as very seriously to impair the usefulness of the University as an examining body; and almost any sacrifice should be accepted which will obviate the danger.

It should be noticed that the examinations, the results of which are discussed by Mr. Sime in his report and by me in the preceding paragraph, are those of 1883; while those for which statistics are given at page 32 are those of 1884. This is, I think, a pity. The report deals with the working of the College during the year 1883-84; and that working is tested by the examinations, not of 1883, but of 1884. The results of the latter are published in ample time to be discussed in the annual report; and in future this course should be adopted.

57. The choice of subjects by the students, so far as option is allowed, is interesting. Philosophy, as might have been expected from the bent of the native mind, attracts no fewer than 207 students. Physical Science, I am glad to see, has as many as 75. History is read by 14 only; and Mr. Sime reports that the junior classes have almost entirely turned away from the subject. This is a result which I should not have expected; but the number of students who pursue a given subject depends very largely upon the popularity of the Professor, and that again chiefly upon his competence as a teacher. At present only the most elementary mathematics are taught in the College; and Mr. Lewis, a very high Wrangler and Fellow of his College, has not a single pupil reading even as high as Differential Calculus. The matters touched upon in this paragraph, together with certain others which hinge upon them, are engaging the attention of the Principal; and I am in communication with him in respect of them.

58. During the year Government proposed that the teaching of Oriental languages in the Government College should be discontinued, the Professors of Arabic and Sanskrit being made over to the Oriental College, the students of the Government College receiving such instruction in those languages as they needed at the sister institution, and the students of the Oriental College studying English with the Government College classes. This proposal has

since been accepted by the University, and will come into force from the beginning of the next Session. The change benefits the Oriental College greatly, as it adds to its staff two very competent men, one of them indeed of exceptionally wide culture and intelligence, and of an Indian reputation for scholarship; while it gives Government a stronger interest than ever in the standard of instruction at the Oriental College.

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University education.

Lahore Government College.

59. A report upon the working during the year of St. Stephen's College at Delhi, maintained by the Cambridge Mission, has been most kindly furnished by the Revd. S. S. Allnutt, the Principal, and is printed as Appendix B to this report. The number on the rolls has increased during the year from 10 to 24. The College now teaches up to the 3rd year standard, and will send up candidates for the next B.A. examination. This year it sent up three students for the Intermediate (Arts) examination, of whom two passed, the figures being the same as for the corresponding examination of 1883, and for the Calcutta First Arts of the same year. Setting aside the services of the Missionaries themselves, the monthly expenditure is Rs. 704, of which Rs. 550 is provided from public revenues. A sum of Rs. 1,976 has also been spent upon scholarships, of which Rs. 739 came from Provincial revenues. The College is yet in its infancy, and will doubtless continue to make steady progress. Mr. Allnutt has brought to my notice the fact that many of his students partly support themselves by teaching school-boys in the city who are reading for examinations. There is, I believe, little doubt that the pressure of competition, in India as in England, not infrequently leads to overwork. Some little time ago I visited a night-school that had been recently opened at Lahore, and found that many of the boys attended the Government school during the day, and came there at night for help in preparing their lessons.

St. Stephen's College, Delhi.

60. During the year a special sub-committee of the Senate was directed to submit revised rules for the conduct of the Oriental College. The report of the sub-committee explains in some detail the constitution of the College, and the objects for which it is maintained; and as I believe that this is the first time that a complete and intelligible account of the matter has been made public, I quote the following extract from their report:—

The Oriental College: its constitution.

"The institution commonly known as the Oriental College prepares students for the examinations of the Oriental Faculty, of the Oriental side of the Faculties of Medicine* and Law, and of the Faculty of Engineering of the Punjab University, and its curriculum is determined by the regulations that govern these examinations. It consists of two departments,—a college and a school. Those students who have passed either the Entrance examination, or the Proficiency in Arabic, Sanskrit or Persian, that is to say, the initial examination of any recognised course of the Oriental Faculty, belong to the college department. All other students belong to the school department. Now, the course of study prescribed by the Oriental Faculty is two-fold. A student may either proceed from Entrance through the Intermediate examination to a Degree; or he may read for the Oriental Titles, to the attainment of which his passing the Entrance examination, as well as (but not necessarily before) the examination in Oriental classics, is a necessary condition. Further, the passing of the Entrance examination is a necessary preliminary to admission to the examinations of the Faculty of Engineering, or of the Oriental side of the Faculties of Medicine and Law, and to the examinations of the Oriental Faculty in the Vernacular. Thus the College comprises three separate branches—(1) the Titles branch, (2) the Degree branch, and (3) the Special Subjects branch. The Titles branch consists of students who, having passed the Proficiency examination of the Oriental Faculty, are reading for the higher examinations in Oriental classics of the same Faculty, which lead to higher Oriental Titles, but not to Degrees.

* The Oriental College teaches only the Vaidyak and Yunání portions of the Medicine course.

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University education.

The Oriental College : its constitution.

It stands between the advanced indigenous schools and the higher Oriental Titles course, in a position similar to that occupied by the Government College between Anglo-Vernacular High schools and the Arts Degree course. The Degree branch consists of undergraduates who, having matriculated at the Entrance examination, are reading for the Degrees of the Oriental Faculty. It stands between Vernacular High schools and the Oriental Degree course, in a position similar to that occupied by the Government College between Anglo-Vernacular High schools and the Arts Degree course. All students of the College must belong to, and follow, the courses of one or other of these two branches. Subject to this condition, they are allowed to read also in the Special Subjects branch for the University examinations in Oriental Medicine or Law, in Engineering, or in the Vernaculars. The great majority of the students at present belong to the Titles branch. These three branches of the institution are all properly included under the title of College, as their students enter them by the lowest University examination of the respective courses, and read in them for the further examinations of the same courses. The school prepares students for all the University examinations by which admission is gained to the college. But it serves a further purpose also; for the students of the Titles branch of the college are prepared in the school department for the Entrance examination, without which they cannot obtain the Oriental Titles of the University.

"This cross-classification is more complicated on paper than in actual practice. And, at present at least, it seems absolutely necessary to continue it. So long as the only examination in general subjects that the University demands as a condition of the bestowal of its highest Oriental Titles is the Entrance examination, it is impossible that a College maintained for the purpose of training students in the Oriental Titles course shall make any other such examination compulsory upon them. The chief object of the great majority of the students who enter at the College is, not the acquisition of general knowledge, but the advanced study of the Eastern classics. This higher training in the classics of the country is the most distinctive feature of the Punjab University, and undoubtedly constitutes its special attraction for the people. It not only enables us to attract classes who have a desire for Eastern, but none for Western, learning, but it also enables us to add improved methods and criticism to the indigenous lines of classical teaching, and at the same time to insist upon the acquisition of a certain amount of more general knowledge, the want of which must always tend to place the purely Oriental student at a disadvantage in the race of modern life. The amount of general knowledge demanded is that required for the Entrance examination of the Oriental Faculty. It is small; but it is something gained, and to demand more at present would probably result in our losing that little. It may be asked why, seeing that the Oriental Faculty has a complete series of regular Degrees, it should be necessary to retain the Oriental Titles at all, these titles being notoriously the substitutes for Oriental Degrees under the old University College.* The answer is, that the Act contemplates both, and that the titles are specially appreciated by the native community. Their retention, at any rate for the present, is essential; they enable specialists to pursue their own objects, and they also carry out the liberal principle of the University, which has always been to give scope and encouragement to every kind of learning, and not to repress the desire for knowledge in its spontaneous form by enforcing a too rigid scheme of what may appear to Western scholars alone worthy of the name of University education. At the same time, we even now hold out inducements in the shape of more valuable scholarships, by which we hope gradually to lead our students to follow the course for degrees rather than that for titles; and in a few years it will, we hope, be found possible to abolish the lowest Oriental language examination (that for the Proficiency standard), and eventually the Middle standard (High Proficiency) also, which would leave the B.O.L. course, with the very considerable amount of general knowledge it involves, supplemented only by the Honours standard in Eastern languages. But to introduce such a change too hastily would be suicidal. Much has already been done of late years. Some eighteen months back attendance upon the general knowledge classes was not compulsory upon College students; and even now

* The Oriental Faculty are of opinion that these passages are likely to convey a wrong impression. "It would be more correct to say that the Oriental Degrees are substitutes for the English Degrees: while the Oriental Titles are, and always will be, the true Oriental Degrees for proficiency in the Oriental classical languages and Persian. These *titles* will, it is hoped, always remain a distinctive feature of the Punjab University, and they are recognised by law; they represent the degrees for the higher education of the indigenous, not to say national, kind, while the degrees on the Arts and Oriental side are given for higher education according to the Western system."

exemptions are not unknown.* In future, if our proposals are accepted, it will be compulsory upon *all* students of the college department to read at least up to the Entrance standard, and to pass that examination before they are allowed to attend the final classes for the Honours standard; and this is all that for the time we can safely demand. So, too, the maintenance of the school seems absolutely necessary for the present. In time, we hope that the better class of indigenous school may adopt a wider course of study. But as matters stand, many of our students come to us with a considerable acquaintance with some Eastern classic, but almost all are wholly ignorant of more general subjects."

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University education.

The Oriental College: its constitution.

61. The question whether the Oriental College is an Aided institution or not being still undecided, I have no statistics connected with it, nor have I received any report on its working. Thus the only means I have of judging of that working is, by the results of the University examinations. Judged by this test, the work of the College during the past year must be pronounced to have been exceedingly bad (see table at page 32). Of its 7 candidates for the Arts Entrance, 3 passed; the one candidate for the B.A. degree failed. The College, however, does not profess to prepare students for the Arts course. On the Oriental side, 11 out of 12 candidates for the Entrance, and 12 out of 14 for the Intermediate examination, failed. The 3 candidates for the B.O.L. were successful; the one candidate for the M.O.L. failed. For the Oriental Titles courses, to which the College is supposed specially to devote its attention, 18 candidates out of 28 failed in Sanskrit, 32 out of 41 in Arabic, and 23 out of 32 in Persian. On the whole the College was less successful in these examinations than were other non-Government Provincial institutions, as it passed only 28 per cent. of its candidates, while they passed 30 per cent. of theirs. In the examinations in special subjects the College was more successful, passing 11 out of 15 candidates. During the year Provincial revenues contributed Rs. 575 to scholarships held in the College.

The Oriental College: its working.

62. The College labours under three disadvantages—want of funds, inefficiency of a portion of the staff, and the lack of suitable text-books. The first two of course hang together. Teachers on Rs. 10, Rs. 20, Rs. 30, Rs. 40, or even Rs. 50 a month can hardly be expected to be up to College standard. And in the present state of the University finances it is difficult to mend matters. Some improvement will certainly result from the transfer of Professors from the Government College already alluded to. At present a yearly sum of Rs. 6,000, or 59 per cent. of the cost to the College of the combined teaching staff, is paid to a Superintendent who takes no active part in teaching. The want of text-books is an even greater difficulty. In some subjects, on the Hindí side at least, there are absolutely no text-books, and the instruction is wholly oral. The University is fully alive to the necessities of the case, and is gradually supplying the want. My own impression is that the College attempts too much; and that it would be well to do less more thoroughly. At present it teaches Arabic, Sanskrit, Persian, Mathematics, History and Philosophy, Science, Engineering, Hindú Medicine, Muhammadan Medicine, Hindú Law, Muhammadan Law, Panájbí and Pashtu, and gives instruction in all these subjects through the medium both of Urdú and of Hindí; while it prepares students for the examinations of the Oriental, Law, Engineering and Medical Faculties, and for Oriental Titles and Proficiency examinations in the vernaculars. The Law, Engi-

* It is believed by the Oriental Faculty that this is not altogether correct. "In former years, it is true, the Superintendent exercised wider powers of exempting students from attending the general knowledge classes than has been the case since 1882; but the practice was to insist upon such attendance until the special test therein for *titles* had been passed. Now the Entrance is insisted on as the necessary test before a candidate who has passed in any Oriental language can take his title."

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neering and Medical classes are indeed no part of the College proper, and are at present attached to it, chiefly for the sake of economy, being too small to justify separate establishments. It is said that the existence of classes in special subjects pleases "the people," and draws subscriptions to the College. It may be that they draw more money than they cost; and at any rate they do no harm. The staff engaged in teaching native systems of medicine appears to cost only Rs. 540 yearly; that for Hindú and Muhammadan Law Rs. 240; and that for Engineering Rs. 300. The revised rules will, if strictly adhered to, do much to improve the College. Some of the alterations have been already alluded to in paragraph 53. Besides these, a committee of visitors has been appointed, the conditions and time of admission have been fixed, and the conditions of award and tenure of stipends and scholarships have been regulated.

The Lahore Medical School.

63. The Lahore Medical School is in no sense whatever under the control of the Department, my only concern with it being to obtain statistics for incorporation in our tables. These statistics are shown in General Form 2 and Subsidiary Form 6, under the head of "Technical Schools," apparently because the institution is called a school and not a college. In the revised returns it will fall in its proper place under "University Education"; and it will be most convenient to discuss it in this chapter. The paragraph appended below, which Dr. Brown, the Principal, has kindly sent me, is hardly what I asked for, as it is rather an account of the institution than a review of the work done during the past year. It appears that the number of students has risen during the year from 152 to 159, of whom 77 constitute the English class. The total expenditure (Rs. 55,980) has decreased by 5·3 per cent., and the cost to Provincial revenues by 9·5 per cent. Of the total cost, Government bears 90 per cent. and Municipal Funds 6·3 per cent. No fees appear to be levied. The average cost per pupil has decreased from Rs. 381-2 to Rs. 337-13, or by 11·4 per cent. A sum of Rs. 15,921 was also expended on scholarships, of which 71·9 per cent. were contributed by Provincial revenues, and 21·7 by Municipal Funds. In this institution scholarships are re-awarded during their currency on the result of house-examinations; a system wholly indefensible in theory, though less objectionable here than elsewhere, as the scholarships are tenable in no other institution. Dr. Brown's figures do not agree with our returns. They show that there were during the year 91 students under training in the English and 110 in the Vernacular class; and that 5 men in the former and 10 in the latter completed their training and passed the final examination in 1883. In 1884, 6 out of 14 candidates passed the first examination in Medicine, and 13 out of 14 the final examination. It is probable that Medicine is that one of the professions which we teach to natives with the most complete success; and the work done by the Medical School, not only in supplying the needs of the medical service, but also in annually adding to the number of native practitioners who have a more or less thorough acquaintance with the structure of the human body and the principles of surgery and medicine, is of the greatest possible value.

64. Dr. Brown writes as follows:—

"The Medical School was commenced in 1860 to supply native medical officers to the Punjab, as it was found that those who came from Bengal were not as acceptable to the people of the Punjab as natives of the country.

"There were at first only two classes,—the Assistant Surgeons class, who were taught in the English language; and the Hindústání class, who were taught in Urdú. These still remain, but the following classes have been added: the North-Western Provinces class, who are trained to become Assistant Surgeons in the North-Western Provinces; the Civil medical

pupils class, who are trained as Hospital Assistants for the civil dispensaries; the Local Students class, who are taught Medicine to become hospital assistants in the States subordinate to the Punjab or the various districts. Also the Hakím class, who are intended to become local practitioners; and the Missionary class, who are to be medical assistants to the Missionaries in the Punjab.

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University education.

The Lahore Medical School.

"Recently also a female class is being educated to practise in the cities of the Punjab.

"The number of students attending in the year 1883 was as follows:—

English class.	
Government students, North-Western Provinces	25
" " Punjab	13
Local students	10
University students	2
Free students, Punjab	17
" North-Western Provinces ...	11
Civil medical pupils	13
Total English class ...	91
Hindústání class.	
Military medical pupils	16
Civil " "	35
Local students	31
Hakím "	18
Mission pupil	1
Female "	1
Free students	8
Total Hindústání class ...	110
GRAND TOTAL ...	201

"Of these students, only 5 passed the examination in the English class, and 10 in the Hindústání class, last year.

"Altogether since the commencement of the school 104 students have passed from the English class and 363 from the Hindústání class, making a total of 467 students who have completed their education at this School.

"There are also three additional classes, taught in the School—one of practising Hakíms taught by Honorary Surgeon Rahím Khán, Khán Bahádur; another of European midwives taught by Assistant Surgeon Brij Lál Ghose, Rái Bahádur; and one of native dháis taught by all the native Professors of the School. The teaching staff of the School consists of—Dr. Brown, the Principal, and Professor of Medicine, Physiology and Botany; Dr. Center, the Chemical Examiner, and Professor of Chemistry, Materia Medica and Toxicology; Dr. Gray, Civil Surgeon, and Professor of Midwifery and Medical Jurisprudence; and Dr. Lawrie, Professor of Surgery and Anatomy; also Honorary Surgeon Rahím Khán, Khán Bahádur, Superintendent of the Hindústání class, and Lecturer on Medicine and Materia Medica; Assistant Surgeon Brij Lál Ghose, Rái Bahádur, permanent House Surgeon, and Lecturer on Surgery and Practical Surgery; Assistant Surgeon Muhammad Husain Khán, Lecturer on Anatomy; and Assistant Surgeon Amír Sháh, Lecturer on Midwifery and Chemistry. There is also a Resident House Surgeon of the Medical School; the present incumbent is Assistant Surgeon Gurán Ditta Mal.

"The Mayo Hospital is attached to the School. It has 120 beds for patients, with a daily average of 90 in-patients and 300 out-patients, or 390 altogether. It was opened in 1870. The present Medical School buildings were opened in 1883, and are very commodious."

The Law School.

65. The Law School, which is maintained by the Punjab University, does not appear in our returns, as it sends us neither report nor statistics. From the table given on page 32 it appears that in the first examination in Law 16 candidates passed out of 102, and in the final examination 5 out of 61. In the revised returns which will come into force next year, this and similar institutions will be included; and the University will be asked to supply the information necessary to enable us to complete our statistics.

Chap. IV, A. Secondary schools.

SECONDARY EDUCATION OF NATIVE BOYS—COMPARATIVE ABSTRACT.

No.	DISTRICT	Year	ANGLO-VERNACULAR SCHOOLS: Number of Institutions	Number of Scholars on Rolls on 31st March: In High schools	In Middle schools	Total	Expenditure: Provincial Revenues (Rs.)	Local Funds (Rs.)	Fees (Rs.)	Total (Rs.)	Annual cost of educating each pupil: Total cost (Rs. A.)	Cost to Government (Rs. A.)	VERNACULAR SCHOOLS: Number of Institutions	Number of scholars on rolls on 31st March	Expenditure: Local Funds (Rs.)	Fees (Rs.)	Total (Rs.)	Annual cost of educating each pupil (Rs. A.)	TOTAL SECONDARY SCHOOLS: Number of Institutions	Number of scholars on rolls on 31st March
1	Delhi ...	1883-84	7	98	247	345	18,485	724	3,339	30,190	82 8	50 8	6	135	3,573	292	3,865	27 3	13	480
		1882-83	7	87	205	292	19,159	658	2,938	30,743	99 8	62 0	6	132	3,606	316	3,922	28 3	13	424
2	Gurgaon ...	1883-84	2	19	66	85	4,384	212	825	5,421	58 5	47 2	6	148	3,554	159	3,713	28 10	8	233
		1882-83	2	18	73	91	4,579	165	841	5,585	59 7	48 11	7	140	3,717	159	3,876	26 15	9	231
3	Karnal ...	1883-84	3	...	100	100	4,972	1,714	458	7,144	74 7	51 13	2	32	491	79	570	16 12	5	132
		1882-83	2	...	44	44	4,200	506	318	5,024	100 8	84 0	3	58	1,145	153	1,306	21 12	5	102
4	Hissar ...	1883-84	2	...	37	37	2,892	448	301	3,141	87 4	66 7	2	15	530	50	580	38 11	4	52
		1882-83	2	...	29	29	2,357	394	285	3,036	89 5	69 5	2	11	639	50	689	53 0	4	40
5	Rohtak ...	1883-84	2	...	52	52	2,655	706	306	3,667	69 3	50 2	5	66	2,094	103	2,233	30 9	7	118
		1882-83	2	...	46	46	2,599	949	372	3,920	81 11	54 2	5	75	2,840	131	2,971	37 2	7	121
6	Sirsa ...	1883-84	2	...	28	28	2,030	570	205	2,805	96 12	70 0	...	...	...	...	...	...	2	28
		1882-83	2	...	26	26	2,002	601	173	2,776	102 13	74 2	...	...	...	...	...	...	2	26
7	Umballa ...	1883-84	6	7	170	177	7,754	785	1,086	11,816	60 13	41 11	11	203	4,441	297	4,738	22 14	17	380
		1882-83	6	8	146	154	7,479	660	856	10,718	65 6	45 10	11	165	4,705	266	4,971	29 4	17	319
8	Ludhiana ...	1883-84	5	105	135	240	8,099	3,404	1,923	14,341	54 12	20 15	9	252	2,590	542	3,492	13 0	14	492
		1882-83	5	72	138	210	7,419	3,341	1,553	14,537	69 14	35 11	9	250	3,160	524	3,684	13 12	14	460
9	Simla ...	1883-84	2	...	21	21	2,557	3	199	2,845	109 7	98 6	...	...	...	...	...	...	2	21
		1882-83	2	...	22	22	2,309	...	218	2,677	107 1	92 6	...	...	...	...	...	...	2	22
10	Jullundur ...	1883-84	6	49	245	294	10,092	782	1,861	15,424	53 9	35 0	9	313	3,803	908	4,711	14 10	15	607
		1882-83	5	19	200	219	4,954	768	1,392	9,180	40 1	21 10	11	* 337	3,761	1,259	8,528	22 4	16	556
11	Hoshiarpur...	1883-84	2	52	122	174	6,570	...	1,659	8,229	46 4	36 15	8	412	2,475	297	2,772	6 5	10	586
		1882-83	2	48	118	166	6,785	...	1,531	8,316	49 3	40 2	8	381	2,510	343	2,853	7 3	10	547
12	Kangra ...	1883-84	3	...	51	51	2,743	661	376	4,178	74 9	49 0	2	34	1,056	74	1,130	32 5	5	85
		1882-83	3	...	48	48	2,762	693	328	4,158	83 2	55 4	2	37	1,099	65	1,164	32 5	5	85
13	Amritsar ...	1883-84	6	99	263	362	16,667	690	2,516	23,182	65 8	47 1	5	78	2,111	133	2,244	28 0	11	440
		1882-83	6	55	238	293	16,785	758	2,232	22,945	74 4	54 5	5	74	2,045	118	2,163	31 5	11	367
14	Gurdaspur ...	1883-84	8	49	224	273	10,066	1,444	2,276	15,172	52 11	34 15	4	81	2,149	243	2,392	27 3	12	354
		1882-83	7	34	192	226	8,643	1,716	1,663	13,359	59 1	37 9	4	69	2,274	188	2,482	33 1	11	295
15	Sialkot ...	1883-84	5	24	153	177	1,920	1,871	427	5,668	32 0	10 14	5	153	1,614	180	1,794	11 12	10	330
		1882-83	4	22	106	128	1,919	1,279	309	5,272	42 8	15 8	6	147	1,910	99	2,009	13 11	10	275
16	Lahore ...	1883-84	7	177	353	523	21,625	1,068	3,736	28,884	55 14	41 13	6	149	1,957	88	2,047	12 13	13	672
		1882-83	6	121	300	421	20,541	995	3,113	27,840	68 11	50 11	6	152	2,038	90	2,128	12 5	12	573
17	Gujranwala	1883-84	4	44	182	226	3,726	60	1,223	7,078	32 10	12 9	3	81	961	143	1,104	13 2	7	307
		1882-83	4	18	167	185	3,757	60	1,056	6,466	34 6	20 0	3	73	785	119	904	11 14	7	258
18	Ferozepore ...	1883-84	2	...	80	80	1,993	56	700	3,732	41 0	21 14	4	102	1,194	83	1,277	11 11	6	182
		1882-83	2	...	84	84	2,304	34	706	4,030	45 4	26 14	4	94	1,247	73	1,320	13 7	6	178
19	Rawalpindi...	1883-84	2	21	79	100	2,400	1,200	655	5,122	50 11	21 12	6	143	2,104	53	2,157	13 1	8	243
		1882-83	2	13	78	91	2,400	1,300	669	5,142	57 2	26 11	6	129	2,000	37	2,037	15 9	8	220
20	Jhelum ...	1883-84	2	...	94	94	1,934	910	573	3,417	34 8	19 9	4	99	1,010	39	1,049	10 15	6	193
		1882-83	2	...	81	81	1,769	981	399	3,149	37 8	21 1	3	74	894	27	921	12 2	5	155
21	Gujrat ...	1883-84	3	54	163	217	7,032	...	1,703	9 809	45 3	32 6	4	128	1,243	72	1,315	9 13	7	345
		1882-83	3	44	153	197	8,198	...	1,557	10,883	53 10	40 6	4	98	1,081	64	1,145	11 11	7	295
22	Shahpur ...	1883-84	1	...	70	70	1,496	...	535	2,031	29 14	22 1	3	61	752	103	855	14 4	4	131
		1882-83	1	...	54	54	1,321	...	462	1,783	30 4	22 6	3	44	828	32	860	20 0	4	98
23	Peshawar ...	1883-84	2	16	67	83	1,800	300	622	4,809	54 10	20 7	4	47	700	19	1,091	23 3	6	130
		1882-83	2	9	62	71	1,800	300	379	4,709	68 4	26 1	4	24	464	5	838	36 7	6	95
24	Hazara ...	1883-84	1	...	16	16	967	7	177	1,151	60 9	50 14	2	17	594	8	602	35 7	3	33
		1882-83	1	...	18	18	1,252	...	175	1,427	75 2	63 14	1	18	321	8	329	18 4	2	36
25	Kohat ...	1883-84	1	...	34	34	1,795	144	167	2,106	52 10	44 14	...	...	...	...	...	...	1	34
		1882-83	1	...	34	34	1,722	157	161	2,090	58 1	47 13	...	...	...	...	...	...	1	34
26	Mooltan ...	1883-84	5	37	181	218	5,732	560	1,755	9,679	42 13	23 9	2	34	820	40	860	21 10	7	252
		1882-83	5	19	163	182	5,871	300	1,538	9,745	50 0	30 2	2	36	515	41	556	14 4	7	218
27	Jhang ...	1883-84	4	46	137	183	5,056	1,033	1,179	7,751	41 14	27 5	2	49	791	40	853	18 9	6	232
		1882-83	4	33	130	163	4,951	960	1,114	7,524	44 7	29 5	2	39	651	34	698	16 10	6	202
28	Montgomery	1883-84	1	...	26	26	240	72	160	712	27 6	9 4	3	60	1,217	104	1,321	20 15	4	86
		1882-83	1	...	18	18	240	82	140	702	33 7	11 7	2	55	900	143	1,043	18 15	3	73
29	Muzaffargarh	1883-84	1	...	16	16	...	970	98	1,068	56 3	...	2	45	1,121	39	1,160	23 3	3	61
		1882-83	1	...	24	24	...	1,095	112	1,207	46 7	...	2	49	1,030	37	1,067	19 12	3	73
30	D. I. Khan...	1883-84	2	...	59	59	1,360	807	327	4,045	66 5	22 10	2	57	720	...	720	11 13	4	116
		1882-83	2	...	55	55	1,380	878	239	3,955	71 15	25 1	2	54	646	...	646	11 12	4	109
31	D G. Khan ..	1883-84	1	...	83	83	2,777	...	689	3,466	38 15	31 3	5	115	1,619	...	1,619	14 0	6	198
		1882-83	1	...	67	67	2,706	...	554	3,260	45 15	33 2	4	89	1,428	...	1,428	15 6	5	156
32	Bannu ...	1883-84	1	...	8	8	240	60	84	840	60 0	17 2	2	35	742	...	742	19 0	3	43
		1882-83	1	...	14	14	240	60	90	819	60 0	17 2	2	29	707	...	707	26 3	3	43
	Province ...	1883-84	101	890	3,562	4,452	1,61,179	21,301	32,142	2,48,422	54 7	35 5	128	3,144	48,886	4,188	53,006	16 1	229	7,596
		1882-83	96	620	3,133	3,753	1,54,492	19,500	27,468	2,36,988	61 8	39 15	129	2,933	49,074	4,381	57,245	18 9	225	6,686

* 22 in High schools.

CHAPTER IV.

SCHOOL EDUCATION—GENERAL (NATIVE BOYS).

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SECTION A.—SECONDARY SCHOOLS.

Number of Secondary schools.

66. The table given on the opposite page shows the main statistics for the Secondary schools of the Province both for the year under report and for the preceding year, while Subsidiary Form No. 2 gives more detailed figures for 1883-84. The general result is that the number of Government Secondary schools has increased by four, while that of Aided schools has remained unaltered. The Batála Christian boarding-school has had a High department added to it, and now counts as two Secondary schools under the present system. A Model school teaching up to the Middle standard has been formed in connection with the Central Training College by the detachment of eight complete classes from the Lahore District school. In Jhelum the Bhawán school, in Hazára the Saráí Saleh, in Montgomery the Saiyadwála school, and in Dera Ghází Khan the Dájil school have been raised to the Middle standard during the year under report. On the other hand, the Middle department has been abolished in the Punahána school in Gurgaon, and in an Anglo-Vernacular Aided (Mission) school at Jullundur. The number of High schools is now 25, the increase of one being due to the new High department at Batála. There is now no purely Vernacular High school, the Vernacular District High school at Jullundur having been converted into an Anglo-Vernacular school, while at the same time an Aided Vernacular Middle school has had English added to its course, and been associated with the District school, though still on a grant-in-aid footing. The High school at Jullundur still retains its Vernacular classes; but the corresponding classes at Delhi were closed during the year, and those at Ludhiána have since followed suit. In both cases the Vernacular side has become extinct from want of pupils under the circumstances described by Mr. Pearson in his notice of the Ludhiána district printed at page 13. Of the Middle schools, 76 are Anglo-Vernacular, against 73 last year; English having been introduced during the year into the Pánipat school in Karnál, the Middle department of the Jullundur District school mentioned above, and the Jámki school in Siálkot; and the Model school at Lahore having been separated; while a Mission school has, as already explained, been reduced at Jullundur. All the Aided Secondary schools are Anglo-Vernacular.

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Secondary schools.

I shall presently return to the subject of the spread of English education.

Number and distribution of scholars in Secondary schools.

67. The number of scholars reading in Secondary schools has increased during the year by 14 per cent., of those reading in High schools by 39 per cent., and of those reading in Middle schools by 11 per cent. The number studying in Vernacular Secondary schools has increased by 7 per cent., and in Anglo-Vernacular schools by 19 per cent. Of the whole number 58 per cent., and of the number in Anglo-Vernacular schools 99 per cent., were studying English. In the preceding year English was read by only 55 per cent. of the whole number. The percentage of the total number of students in Secondary schools who are reading in the High department has risen from 9·6 to 11·7; while if Anglo-Vernacular schools alone, which comprise all the High schools, are considered, the percentage has risen from 16·5 to 20. The number of students at Secondary schools, compared with those at Primary schools, has risen from one in 14·6 to one in 13·9.

68. A reference to the table at page 42 will show that in Anglo-Vernacular Secondary schools the number of students has increased in every district except Gurgaon, Simla, Ferozepore, Hazára, Kohát, Muzaffargarh and Bannu; and in these seven districts, taken together, the total decrease is only 27. In Vernacular schools a decrease in numbers is observable in eight districts, in three of which Vernacular schools have been either reduced to the Primary status or changed into Anglo-Vernacular schools. The only districts in which the decrease in one class of schools is not more than counterbalanced by increased attendance at the other, are Rohtak and Hazára, where the total decrease is 3, and Simla, where it is 1 only; Kángra, Kohát and Bannu, where the numbers are unaltered; and Muzaffargarh, where there are 4 fewer students in Vernacular and 8 fewer in Anglo-Vernacular schools than last year. In Aided schools, which are without exception Anglo-Vernacular, the increase in numbers has been only 15 per cent. They include (taking Anglo-Vernacular schools only) 28 per cent. of the whole number of scholars, and 31 per cent. of the students in the High department.

Expenditure on Secondary education.

69. The total expenditure on Secondary education has increased since last year by less than 2½ per cent. against an increase of 14 per cent. in the number of scholars; that on Anglo-Vernacular schools has increased by 4·8 per cent., against an increase in numbers of 19 per cent.; that on Vernacular schools has decreased by 7½ per cent., while the numbers have risen by 7 per cent. The increase in expenditure from Provincial revenues is just 2 per cent., or smaller than the increase in total expenditure. Of the whole cost of Secondary education 53½ per cent. was borne by Provincial revenues, 13 per cent. by Local Funds, and 10 per cent. by Municipal Funds. Of the expenditure on Anglo-Vernacular schools, Provincial revenues contributed 65 per cent., and Local and Municipal Funds 2½ and 6 per cent. respectively, 12 per cent. being provided from "other sources," almost entirely from the private funds of Aided schools, which contain 28 per cent. of the whole number of scholars. In Aided schools, Provincial revenues bear 40½ per cent. of the cost, and Municipal Funds a further 5½ per cent. To the expenditure on Vernacular Secondary schools, Provincial revenues contribute only Rs. 372, 62 per cent. of the cost being borne by Local and 29 per cent. by Municipal Funds.

Fees amount to 12 per cent. of the total expenditure in all Secondary schools, to 13 per cent. in Anglo-Verna-

cular schools, to 8 per cent. in Vernacular schools, and to 11 per cent. in Aided schools, which are all Anglo-Vernacular. They show an increase since last year of 17 per cent. in Anglo-Vernacular and of nearly 23 per cent. in Aided schools, but a decrease of 4½ per cent. in Vernacular schools. They have increased by 14 per cent. on the whole. The income in Anglo-Vernacular schools is lower than last year in seven districts, in five of which the number of scholars has also fallen off. The decrease in fees from Vernacular schools is confined to seven districts, in four of which it is explained by a transfer of scholars to Anglo-Vernacular schools. In the Deraját no fees are taken in Vernacular Secondary schools. The fee per pupil fell during the year from Rs. 7·32 to Rs. 7·23 in Anglo-Vernacular schools, and from Rs. 1·50 to Rs. 1·34 in Vernacular schools, but rose from Rs. 4·77 to Rs. 4·79 on the whole. In Aided (Anglo-Vernacular) schools, the average fee rose from Rs. 5·27 to Rs. 5·65; but is still 28 per cent. below the average fee in Government schools of the same class, which amounts to Rs. 7·87.

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Secondary schools.

Expenditure on Secondary education.

The average cost per scholar has fallen from Rs. 61-6-0 to Rs. 54-7-0, or by 11·3 per cent., in Anglo-Vernacular schools; and from Rs. 18-9-0 to Rs. 16-1-0, or by 13·6 per cent., in Vernacular schools. The average cost to Government has fallen from Rs. 39-15-0 to Rs. 35-5-0, or by 11·7 per cent., in Anglo-Vernacular schools. Vernacular schools are almost independent of Provincial revenues. The decrease in Anglo-Vernacular schools, whether in total cost or in cost to Government, extends to every district in the Province, except Simla, where the circumstances are exceptional, and Muzaffargarh, where a falling-off in a number of students already small, raised the average. The variations in average cost are enormous, depending partly upon whether the school is Middle or High, but also very largely upon the average number of students per school. In Vernacular schools, the decrease in average cost has not been so general, there having been an increase in seven districts, of which four are in the Mooltan division. But, as Mr. Pearson points out, the distribution of expenditure between the Primary and Secondary departments of schools is necessarily exceedingly arbitrary, the head-master supervising the whole establishment, and a portion of the Middle school staff usually taking some part in the teaching of the Primary department.

70. The following table shows the results of the Entrance examinations of the Calcutta and Punjab Universities during the past year so far as Government and Aided schools are concerned. (See further General Form 4, and Chapter III, page 32.) Considerably more than half the numbers on the rolls at the beginning of the year went up as candidates. In 1882-83, 150 passed out of 322 candidates, and this year 180 passed out of 385, the percentage of passes thus rising from 46 to 47. Government schools passed 49 per cent. of their candidates, or not quite so good an average as last year; Aided schools passed 43 per cent. In 1882-83 there were 91 candidates for the Calcutta and 266 for the Punjab Entrance, of whom 35 appeared at both examinations. This year there were 73 candidates for the Calcutta and 346 for the Punjab examinations, of whom 34 appeared at both. Thus the Punjab University is rapidly driving its more distant sister out of the field as regards the schools of the Province. All but 5 of the candidates from Government schools went up for the Punjab Entrance, though 21 of them appeared at both. At the Punjab Entrance examination 17 out of 25 candidates passed in the Vernacular, all being from the Vernacular departments of our District High schools at Delhi, Ludhiána and Jullundur.

Results of examinations of Secondary schools.

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Secondary schools.

Results of examinations of Secondary schools.

Entrance Examination, 1883-84 (*Government and Aided Schools*).

Name of Institution		Number sent up: Number of candidates	Number sent up: For the Entrance examination of the: Calcutta University	Number sent up: For the Entrance examination of the: Punjab University	Number sent up: For the Entrance examination of the: Common to both examinations	Number that passed: Number of candidates (successful)	Number that passed: In the Entrance examination of the: Calcutta University	Number that passed: In the Entrance examination of the: Punjab University	Number that passed: In the Entrance examination of the: Common to both examinations	Number on the rolls at beginning of the year	Percentage of passes on rolls at beginning of the year
Delhi ..	District School ...	32	6	29	3	16	3	16	3	76	21·0
	Mission " ...	10	..	10	...	4	...	4	...	11	36·3
Umballa ...	" " ...	2	2	1	1	2	2	1	1	8	25·0
Rewári ...	District " ...	12	...	12	...	6	...	6	...	18	33·3
Ludhiána	" " ...	22	4	22	4	14	...	14	...	58	24·1
	Mission " ...	17	8	10	1	11	7	4	...	14	78·5
Jullundur	District " ...	9	...	9	...	6	...	6	...	22	27·2
	Mission " ...	12	3	12	3	3	...	3	...	19	15·7
Hoshiárpur	District " ...	22	2	22	2	11	1	10	...	48	22·9
Gurdáspur	" " ...	23	2	22	1	10	1	9	...	34	29·4
(Batála) ...	Christian Boarding School ...	2	...	2	...	1	...	1	...	3	33·3
Siálkot ...	Mission School ...	16	...	16	...	5	...	5	...	22	22·7
Amritsar	District " ...	26	9	26	9	12	...	12	...	36	33·3
	Mission " ...	17	6	14	3	8	2	6	...	19	42·1
Lahore ...	District " ...	38	1	37	...	22	...	22	...	80	27·5
	Mission " ...	37	16	21	...	13	2	11	...	41	31·7
Gujránwála	" " ...	18	9	13	4	8	1	7	...	18	44·4
Gujrat ...	District " ...	27	2	27	2	6	...	6	...	44	13·6
Rawalpindi	Mission " ...	7	...	7	...	4	...	4	...	13	30·7
Peshâwar ...	" " ...	5	3	3	1	2	2	...	...	9	22·2
Mooltan ...	District " ...	11	...	11	...	7	...	7	...	19	36·8
Jhang ...	" " ...	20	...	20	...	9	...	9	...	33	27·3
	Total ...	385	73	346	34	180	21	163	4	646	27·9
	Of which Aided schools	143	47	109	13	61	16	46	1	177	...

71. The following table shows the results of the Middle school examination for the year under report (see also General Form 4). Last year there were 1,528 candidates from Government and Aided schools, and 1,774 candidates in all. This year the corresponding numbers are 1,711 and 2,080. Last year the percentage of the whole number who took up English was 55; this year it is 58. The percentage of passes from Government and Aided schools has fallen from 82 to 57 on the Anglo-Vernacular, from 85·7 to 73·5 on the Vernacular side, and from 83·2 to 64·2 on the whole. Government schools, however, passed 61 and 73·5 per cent. of their candidates on the Anglo-Vernacular and Vernacular sides respectively, and Aided schools only 47·3 per cent. on the Anglo-Vernacular side. In District schools the percentage of passes was 64. Thus, while the numbers have increased largely, the percentage of passes has decreased very considerably, more especially on the Anglo-Vernacular side. The reason of this falling-off will be noticed presently.

Abstract Results of the Middle School Examination held in May 1884.

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Secondary schools.

Results of examinations of Secondary schools.

INSTITUTIONS	Number of institutions	Number of candidates	Number passed
ANGLO-VERNACULAR EXAMINATION.			
Government schools.			
District schools ...	28	455	289
Anglo-Arabic school ...	1	9	8
English schools under Deputy Commissioners	26	157	84
Jullundur High school, Aided department ...	1	10	6
Total Government schools	56	631	387
Aided schools.			
Delhi Anglo-Sanskrit school ...	1	14	9
Mission schools ...	21	288	134
Total Aided schools ...	22	302	143
Other schools, &c.			
Private students ...	...	122	26
Other institutions ...	...	143	51
Delhi Normal school ...	...	1	...
Total Other schools ...	...	266	77
Total Anglo-Vernacular Examination ...	78	1,199	607

INSTITUTIONS	Number of institutions	Number of candidates	Number passed
VERNACULAR EXAMINATION.			
Government Vernacular schools ...	114	746	548
Aided schools ...	...	1	1
Private students ...	...	62	24
Unaided schools ...	...	39	20
C. V. E. S. Normal school at Amritsar ...	...	3	1
Government Normal schools ...	...	30	23
Total Vernacular examination ..	114	881	617
Total Anglo-Vernacular examination ...	78	1,199	607
GRAND TOTAL ...	192	2,080	1,224

General progress during the year in Secondary education.

72. The statistics reviewed in the preceding paragraphs show that the progress of Secondary education during the year has not only been considerable on the whole, but has extended to almost every district in the Province, and, though in a somewhat smaller degree, to Aided as well as to Government schools. The ratio of boys in Secondary to boys in Primary schools has risen, while the advance has been proportionally greater in the High than in the Middle department, and in the Anglo-Vernacular than in the Vernacular schools. The former fact shows that the higher education is rapidly growing in the appreciation of the people, and is satisfactory in the extreme. I am not sure that the extension of English at the expense of Vernacular education is so satisfactory, and I shall return to the point presently. The advance in numbers has not been attended by a proportionate increase of expenditure, the rise in the former being six times as great as the rise in the latter, and the average cost per scholar having in consequence very largely decreased. Fees, too, have brought a considerably larger income than hitherto, and the average fee per scholar has slightly risen owing to the increased numbers attending High schools, though the average fee in Anglo-Vernacular schools has decreased owing to the introduction of English into tahsíl schools, where comparatively low fees are charged. In the Vernacular schools the income from fees has for the same reason actually fallen off. There can be no doubt that the time has come when a substantial increase can be made in the scale of fees levied in Government schools; and I shall return to this subject later on. In the Aided schools the progress, though considerable, has been smaller, the results of examination inferior, and the fees lower. But they must always be at a disadvantage compared with schools supplied with a staff that enjoys the advantages of security and pension which attach to Government service. When the District schools are localised, Government and Aided schools will be more nearly on an equality in this respect.

73. The education thus imparted to a larger number of boys at a smaller average cost, and at practically the same charge as formerly, would appear when tested by public examinations to have

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Secondary schools.

General progress during the year in Secondary education.

improved in the High, but to have deteriorated in the Middle departments of our schools. This apparent lowering of the average standard may be in part real; and is perhaps due in some degree to the numerous cases in which of late years Middle departments have been added to what had hitherto been Primary schools under Deputy Commissioners, and schools already of the Middle status have been changed from Vernacular to Anglo-Vernacular. New schools or departments of schools do not send up candidates for the Middle school examination till three years after their status has been changed, so that the effect of the change is not at once apparent. I shall discuss this subject presently. But much depends, in an examination such as that of the Middle school, upon the idiosyncrasies of the examiners as regards both the questions set and the standard by which marks are allotted. Thus Mr. Pearson writes of the Umballa Circle :—"The proportion of passes to candidates has fallen from 85 to 66 per cent. The cause has not been explained as yet; but it is not likely to be due to any falling-off in the attainments of the scholars. Probably the examination was more difficult; while in the Persian paper some of the selections were in an unfamiliar style, and were besides very incorrectly printed." It is *primâ facie* more probable that the standard of an examination that has just changed hands, and in any case is conducted by different examiners from year to year, should vary, than that the general attainments of a large body of pupils taught in the same schools and by the same staff should suddenly fall by something like 25 per cent. It is possible, moreover, that the rules and standards were applied somewhat more rigidly in 1884 than in 1883. The percentage of passes in 1883 was unusually high; and it is probable that the examination was exceptionally easy in that year. Dr. Stulpnagel notes "the lenience of the examiners" as one reason for the high percentage of passes in his circle in 1883. Again he says, writing of the Lahore Circle in 1884—"The state of the High schools may be considered very fair on the whole. A minute and patient inspection reveals a steady solid progress in the classes of every school. Unfortunately public examinations are not able to test the whole of the educational or even of the instructional progress of a school, and the results of these examinations appear therefore in many instances unsatisfactory." But it is impossible to discuss satisfactorily the reasons for the smaller proportion of successful candidates at the recent examination till details showing the subjects in which the unsuccessful candidates failed are published.* The annual reports of the Inspectors, both those written for this report and those furnished on the Deputy Commissioners' schools of each district, show that not only is the condition of the Secondary schools of the Province considered by those officers who have most intimate knowledge of them, and who are best qualified to judge, to be in the great majority of instances satisfactory, but also that real and substantial progress has been made during the year, not only in point of numbers, but in the actual instruction of the classes.

The extinction of Vernacular High schools.

74. I have already stated that there is now no purely Vernacular High school in the Province. There were, however, during the year under report, Vernacular sides attached to the High schools at Delhi, Ludhiána and Jullundur. They comprised 31 pupils, of whom 25 were in the 5th or highest class. Since the Middle school examination of 1884 no applications have been made to enter the

* Since the above was written Mr. Parker has kindly furnished me with the total figures for failures. It appears that while half the total number of candidates on the Anglo-Vernacular side failed in one or more subjects, 20 per cent. failed in Caligraphy, 37 per cent. in English, 29 per cent. in Arithmetic, and 21 per cent. in Persian. It is believed that the standards in English and Arithmetic were somewhat higher than usual. On the Vernacular side 70 per cent. of the unsuccessful candidates failed in Mathematics, 78 per cent. in Persian, and 56 per cent. in Arithmetic.

Vernacular classes of Ludhiána or Delhi, and they have accordingly ceased to exist; while at Jullundur there are only 8 Vernacular students, 4 in the 4th and 4 in the 5th class.

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Secondary schools.

The extinction of Vernacular High schools.

In June 1882 a special class was organised in the Ludhiána High school for the purpose of receiving those boys who, having passed the Middle school examination in the Vernacular, wished to pursue their studies through the medium of English. Provision was made for their confining their attention at first almost entirely to the study of the English language, and it was hoped that in three years they would be able to pass the Entrance examination of the Arts Faculty of the Punjab University. At the same time the term of scholarships tenable in this class was extended from two to three years. The experiment proved most successful, the students, who were probably boys of somewhat exceptional capacity, acquiring with wonderful rapidity a knowledge of English sufficient to enable them to pursue their studies in that language; and similar classes have now been organised in the High schools of Delhi and Gurdáspur also. The new step has apparently given its death-blow to such high Vernacular education as had till then survived the general advance of English in our schools. This year only four students have as yet joined the Vernacular side of our High schools. Whether more will join, now that the award of scholarships for High schools has been announced, remains to be seen; but the Vernacular sides of the Delhi and Ludhiána High schools are already extinct, and it is probable that the Jullundur classes will not long survive them.

75. Of the question whether the change is for the worse or for the better, there is a good deal to be said on either side; but on the whole, I am at present inclined to think that it is for the better. The objections to it are based chiefly upon sentimental grounds. I do not think that they are any weaker or less worthy of consideration on that account; but it becomes important to inquire how far the alleged sentiment exists. The objectors say that "the people" love their old ways and their oriental learning, that they view the advance of English education with dislike and suspicion, and that by abandoning the higher Vernacular education we have lost our hold over them and given up the only means of instructing them in the more advanced branches of knowledge. The answer is obvious. It is not we, but the people themselves, who have abandoned the higher Vernacular education; for we offered it to them, but they would have none of it; and it would be absurd for us to keep up a staff ready to teach, when no one will come to be taught by them. My own impression is, that this love for oriental and suspicion of occidental learning is far too readily attributed to "the people." The generation now passing away doubtless includes many scholars of the old school who laud the *tempora acta*. But I believe that in the present generation the feeling in question is almost confined to the literate section of the priestly and semi-religious classes. If so, the persons who share it are exceedingly few, though they possess an influence over the masses that is great out of all proportion to their numbers. But to them our whole educational system, and the secular basis of our teaching, are at present so utterly antipathetic, that no possible modification of our course of studies could make our schools acceptable to them; and our best hope of reaching them lies in the gradual improvement of the higher indigenous schools. The University has already done something in this direction by making the passing of its Entrance examination a condition precedent to the conferring of its Oriental Titles, by the alterations it has lately introduced into the rules of the Oriental College, and by the direction in which

Chap. IV, A, 75. it has modified the Middle school examination ; and a grant-in-aid system will shortly be organised with a view to their improvement.

Secondary schools.

The extinction of Vernacular High schools.

76. Thus, if my view is the right one, we lose little or nothing by the substitution of English for Vernacular in our High schools. On the other hand, we gain much. Even those who are most enthusiastic in their endeavours to extend education through the medium of the Vernacular, admit that in the higher branches the difficulties are at present almost insuperable. The effort to communicate even the elements of the more abstract branches of Western learning, is like the attempt to teach a new language for which an alphabet has to be invented as we go along. The first things we want are text-books and teachers: and these can at present be effectively supplied only by those who have acquired, through the medium of English, the knowledge which they are to communicate in the Vernacular. Thus, the boys of our High schools will not only receive at present a more thorough and useful education on the English than on the Vernacular side, but the more we train by the means of English in the higher paths, the more we multiply our means of gradually raising the standard of the higher Vernacular education. With regard to more elementary education, the case is quite different, as I shall endeavour to show when I discuss the spread of English in our Lower schools.

Demand for more advanced instruction in English by the better educated classes.

77. Simultaneously with the more general demand for English education, there is arising a desire for more thorough instruction in the language itself. The educated English-speaking natives complain that the study of English is not begun early enough in the school course, and that unless the subjects of instruction are taught, almost from the beginning, in that language, it is difficult for the scholar to obtain a really effective knowledge of it. So far as regards that small number who carry their education to the University standard, the contention is probably a sound one. But we have to frame our general curriculum so as to secure the greatest learning of the largest number; and I shall presently state why I should, from this point of view, strongly object to any step which should increase the amount of English ordinarily taught in our lower schools. A desire on the part of the higher and more educated classes for something generally better than is afforded by our ordinary schools appears to be coming into existence; and Mr. Pearson has the following remarks on the subject :—

"There is some difficulty at the present moment in advocating an increase of expenditure upon Secondary education, but there can be little doubt of the need of a European head-master of high character and attainments for the Delhi District school. The 4th and 5th classes of the High school contain upwards of 70 young men, many of them of good family, and likely hereafter to hold an influential position in native society. The head-master should, I think, be a graded officer, and one who has acquired some experience of the country and of student life as a Professor in the Government College.

"The Missionaries at Delhi have perceived that the higher classes of their school can profit by the best English teaching they can supply, and already their pupils are beginning to show that they have a distinct advantage over those of the Government school. But it is not only in preparation for examinations that the want of a head-master of good position is felt. The character of the school and of the teaching staff cannot fail to depend largely upon the head-master, and the English precedent of appointing the best men engaged in teaching to the charge of the great public schools, might well be followed here."

78. It seems to me that all Government is bound to do—nay, all that it is justified in doing at the expense of public

revenues—is, to provide an education suitable to the means and requirements of the great mass of students in its schools; and that anything better or higher than this that may be desired by a small and special class, must be provided and paid for by those who wish for it. I have little doubt that eventually private effort will provide for this advanced education. But the difficulty is, as usual, in starting; and here I am not sure that we might not be able to help. We have at present three High schools—at Delhi, Lahore and Amritsar—that are professedly of higher standing than any other of our schools. They are not only larger, but they have a far more highly paid staff, consisting, as a rule, of the picked men of the Department. The fees levied in these schools are the same as those levied in all other Government schools, and I do not propose to raise them. It would be unfair to the poorer classes of our three great cities to deny them the means of cheap education which we provide in smaller places. But I think it might be possible to organise at each of these schools, classes in which double fees should be charged, and in which the teaching should be the best that can be procured, and the course of study framed from the very beginning with a view to University Honours, English being read from the lower classes. Once fairly started, the special classes would in time develop into a high-class school which, with its high rate of fees, would be almost self-supporting, and might be separated from the school and made over to the management of the people concerned. I am by no means sure that this suggestion could be carried out at once; but I think it worth consideration; and I believe that ultimately the difficulty will be best solved in some such manner.

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Secondary schools.

Demand for more advanced instruction in English by the better educated classes.

79. Mr. Pearson thus criticises our Middle school system:—

"The chief defect in the system of our Middle Vernacular schools is the waste of power resulting from the small numbers on the rolls of some of them. There was an old rule that a school of this class should contain at least 20 scholars, but it has generally been disregarded out of deference to the wishes of the people, who are always very unwilling to lose the Middle department. The decision of the committee of 1879, to require a course of three years for the Middle school, was never popular with the parties concerned. Many would make an effort to stay for a two years' course, who are unable to give up three years to study away from home after passing through a Primary school. The tendency is naturally to the adoption of a higher standard as the average of schools improves. Probably the best way of raising the standard at the present time would be to retain the examination, but to place it earlier in the student's career. In that case the Entrance examination should follow the Middle school examination after an interval of two years, as at present. If necessary, the quantity of Persian, which is perhaps excessive, might be reduced in the school curriculum."

Increase in the number of Middle schools not always an unmixed advantage.

I believe there is a very general opinion among educational experts that the amount of Persian in our school courses is excessive. As to the length of the Middle school course, I am not prepared to offer any opinion, either my own or of other people. The two points will be considered when the standards are revised, as they must be shortly. But the opening sentence of the extract is to my mind its most important part.

The increase in the number of scholars attending our Secondary schools is altogether satisfactory, as it indicates that an ever-increasing proportion of our students are no longer content with the mere rudiments of education. But I am not so sure that the increase in the number of Secondary schools is always cause for congratulation. As soon as a few sharp lads at the school of a large village or small town finish the Primary course, their parents are naturally anxious that a Middle department should be added to the school, so as to save them the necessity of sending their boys away from home. In some cases even it is enough that a

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Secondary schools.

Increase in the number of Middle schools not always an unmixed advantage.

notable of influence has a growing lad for whom more advanced teaching is required. An ambitious head-master, who, like the rest of us, would like a bigger title and more pay, pushes the idea; and "the people" become "exceedingly anxious" for a Middle school. It is shown that little or no extra expenditure will be involved, for the head-master can teach the new class in addition to his other duties, or with, at the most, a cheap assistant to help in the Primary school. And so the school is started. There is no real need for it, and the Middle school always remains small, while the instruction is necessarily inferior, as the school cannot afford to pay a good man. But in course of time there come to be three Middle school classes, each requiring separate teaching; and the result is that either the staff must be considerably increased, or the Primary department will be, and often is, greatly neglected, the education of the great majority of the scholars being sacrificed to spare the 8 or 10 boys that constitute the Middle school the inconvenience of leaving home. I have had several instances of this very process come before me in the district reports this year. There is a standing rule that there shall not be two Middle schools in the same tahsíl, unless the boys in the highest class of both together exceed 30 in number; and there is another rule that a school shall not be raised to the Middle standard without the sanction of the Department. Both rules seem to have been very generally disregarded.

80. My own opinion is that there should, as far as possible, be one good Middle school in each tahsíl; and that there should be more, not only where there is a really large and effective demand for Secondary education, but also where, while the demand, though real, is smaller, distances are great. A boy goes to a Middle school at as early an age as 10, and parents reasonably object to send him very far away. It is possible, too, that in some districts the difficulty of finding duly qualified teachers for Primary schools may be so great, that it is worth while, for the sake of these schools, to offer special facilities for Secondary education with the view of inducing boys to qualify themselves as teachers. But beyond this I would not go. Sir Charles Aitchison has decided that the further extension of Secondary education must ordinarily depend upon adequate local co-operation being forthcoming; and this settles the matter for the future. But I am not at all sure that, before the schools are finally made over to the district boards, it would not be well to reduce some at least of the existing Middle schools, and to devote the money so set free to the extension of Primary education. I have called for a return of Middle schools, with the date of creation and date of sanction in each case; and I shall consider the matter when the returns are complete. If anything is to be done, it must be done very carefully, and after full consultation with the Civil and Educational authorities of the district. And in all cases where a reduction is proposed, the people should be allowed to retain their Middle school if they are ready to give substantial proof of the reality of their desire for Secondary education by contributing to its cost; and should be allowed a reasonable time within which to make arrangements accordingly. I shall address Government on the subject when I have the complete figures before me.

Boarding-houses in Middle schools.

81. And this brings me to the subject of boarding-houses in the Middle schools under the control of Deputy Commissioners. If we refuse people a Middle school at their homes on the ground that a good one already exists within a reasonable distance, we must take care that proper arrangements are made at the latter for the reception of such children as they may wish to send there. I have been much struck, in reading the district reports, with the

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Secondary schools.

Boarding-houses in Middle schools.

very large number of Middle schools at which accommodation for boarders is either non-existent, or wholly inadequate. It seems to me that to maintain a Middle school without a boarding-house is not only unfair to the people of the neighbourhood, for whose benefit as well as for that of the towns-people the school is supposed to exist, but is also deliberate waste; as the usefulness of an expensive institution is very greatly reduced for lack of a very inexpensive addition. The larger the number of boys we can get to a school, the more cheaply we can teach them. And a boarding-house well managed ought to be practically self-supporting. I believe that one good Middle school, with a well-managed boarding-house attached to it, would give better instruction at a cheaper rate, and be more welcome to the people of the countryside, than two smaller schools without accommodation for boarders. And it would certainly cost less.

Transfer of Middle school examination to the University.

82. During the year under report the conduct of the Middle school examination was transferred from the Department to the Punjab University. The services of the officers of the Department were lent by Government, so that the transfer was, on this occasion, little more than nominal, the staff of examiners and the system and style of examination being practically unchanged. In one respect, indeed, the change was for the worse; as, though the examination was concluded on the 5th of April and the pass list was published on the 15th May, the order of merit on which the award of High school scholarships is made was not communicated to my office till the 5th July 1884, while the details of the subjects in which the unsuccessful candidates from the various schools have failed are not even yet available. The delay in each respect is most inconvenient. The first award of scholarships was published within a few days of the receipt of the order of merit; but a reasonable interval has to be allowed scholarship-holders within which to take up their scholarships by joining schools at which they are tenable, and till this has elapsed the scholarships that are not accepted by those who are first entitled to them—always a considerable number, especially on the Vernacular side—cannot be re-awarded. The school vacations, too, interfered with the award in some cases; and the general result is that the High school classes will not take their final form till the end of August, thus losing some four months of their school course. The early publication of the details of failure is also very advisable, as it reveals to Inspectors and Head-masters the weak points of the various schools, and it is well that attention should be directed to those weak points as early in the year as may be. I believe that the delay was, in this case, due to a hesitation on the part of the University authorities to incur extra expenditure on the tabulation of the results. From next year the fee for admission to the examination will be raised, and I hope that the results will be published promptly. An examination loses much of its value when the results are long delayed.

83. Meanwhile the whole regulations on the subject of the Middle school examination have been recast, and, if sanctioned by Government, will come into force next year. The new rules are, in my opinion, a great improvement upon the old. The result of transferring the examination to the University may be broadly expressed by saying that, whereas the examination was formerly a departmental one to which candidates from other than Government schools were admitted, it will now become a public examination, to which Government schools, among others, will send up candidates. The change is a wholesome one. The chief improvements in the rules are as follows: A head-master of a school will no longer be allowed to debar a pupil from entrance to the

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Transfer of Middle school examination to the University.

examination, and the distinction between school pupils and private pupils will be abolished. The school authorities will still be allowed, for statistical purposes, to select the pupils whom they think fit for examination; but the examination will be open to all without distinction on precisely the same terms, whether the candidates are or are not at school, and whether they are sent up by the head-master, or go up on their own account. The list of subjects which respectively must be and may be taken up, which had hitherto been based entirely upon the course of study prescribed for Government schools, has been modified so as to leave a wider choice, to allow for diversity of system, and to suit the requirements of the higher indigenous schools. Finally, caligraphy, while still retained as a subject to which separate marks are allotted, so that Government may, if it so desire, make it a pass subject for admission to the public service, has been removed from the list of subjects in which it is necessary to pass separately; and a separate paper has been prescribed as a test of handwriting, thus relieving candidates from the old dilemma of a choice between being rejected for bad writing, and losing marks by spending their time over the writing which they had better have devoted to the subject-matter.

Chap IV, B.

Primary schools.

PRIMARY EDUCATION OF NATIVE BOYS—COMPARATIVE ABSTRACT.

No.	DISTRICT	Year	ANGLO-VERNACULAR SCHOOLS: Number of Institutions	Number of scholars on rolls on 31st March: In Upper Division	In Lower Division	Total	Expenditure: Provincial Revenues	Local Funds	Fees	Total	Annual cost of educating each pupil: Total cost	Cost to Government	VERNACULAR SCHOOLS: Number of Institutions	Number of scholars on rolls on 31st March: In Upper Division	In Lower Division	Total	Expenditure: Local Funds	Fees	Total	Annual cost of educating each pupil	TOTAL PRIMARY SCHOOLS: Number of Institutions	Number of scholars on rolls on 31st March
							Rs.	Rs.	Rs.	Rs.	Rs. A	R A					Rs.	Rs.	Rs.	R A		
1	Delhi ...	1883-84	12	471	1,247	1,718	4,681	3,123	4,491	15,765	9 11	2 14	68	303	2,737	3,040	9,806	718	14,925	4 14	80	4,758
		1882-83	12	481	1,126	1,607	4,834	3,620	3,205	16,019	10 5	3 2	75	258	2,931	3,189	9,886	670	16,048	5 2	87	4,796
2	Gurgaon	1883-84	7	88	406	494	990	1,348	1,206	3,544	7 5	2 1	65	340	3,098	3,438	11,934	843	12,777	4 0	72	3,932
		1882-83	7	81	389	470	1,148	1,488	1,139	3,775	8 4	2 8	64	321	2,885	3,206	11,745	881	12,626	4 6	71	3,676
3	Karnal ...	1883-84	7	170	646	816	961	2,705	1,006	4,672	6 0	1 4	35	132	1,260	1,392	5,715	336	6,051	4 8	42	2,208
		1882-83	6	153	629	782	1,069	2,034	959	4,061	7 7	1 15	31	138	1,047	1,185	6,154	313	6,467	5 3	37	1,967
4	Hissar ...	1883-84	5	59	594	653	735	1,431	989	3,155	5 0	1 3	21	96	755	851	3,917	251	4,168	5 7	26	1,504
		1882-83	5	50	555	605	896	1,420	962	3,278	5 5	1 7	21	82	698	780	3,956	229	4,185	5 15	26	1,385
5	Rohtak ...	1883-84	6	92	415	507	1,158	733	1,264	3,155	6 13	2 8	35	254	2,012	2,266	9,478	912	10,452	4 11	41	2,773
		1882-83	6	86	413	599	1,287	1,082	993	3,362	6 11	2 9	37	212	2,179	2,391	9,686	920	10,606	4 15	43	2,990
6	Sirsa ...	1883-84	2	89	190	229	103	2,288	412	2,803	13 1	0 8	18	86	482	518	3,041	34	3,075	5 11	20	747
		1882-83	2	35	195	230	115	2,302	379	2,796	11 13	0 8	17	30	516	546	2,991	27	3,018	6 4	19	776
7	Umballa	1883-84	13	285	1,213	1,501	4,022	1,606	2,880	11,162	7 8	2 4	75	475	4,130	4,605	14,542	1,582	16,124	3 13	88	6,106
		1882-83	12	261	1,296	1,557	3,751	1,590	2,804	10,519	7 11	2 12	69	456	3,685	4,141	14,816	1,482	15,798	4 4	81	5,698
8	Ludhiana	1883-84	7	262	754	1,016	1,457	3,806	2,156	7,611	7 5	1 6	60	463	2,557	3,020	11,214	1,255	12,589	4 13	67	4,030
		1882-83	6	220	673	893	1,410	2,727	1,906	6,240	7 7	1 11	56	396	2,331	2,727	11,246	1,446	12,812	4 15	62	3,620
9	Simla ...	1883-84	2	38	126	164	526	438	581	1,769	9 5	2 12	13	35	307	342	984	105	2,829	8 4	15	506
		1882-83	2	37	119	156	460	450	521	1,615	9 0	2 9	12	34	268	302	975	40	2,328	7 10	14	458
10	Jullundur	1883-84	10	396	915	1,311	3,196	1,004	2,528	8,513	7 8	2 13	88	697	4,172	4,869	15,450	2,127	17,572	4 1	98	6,180
		1882-83	9	281	650	931	3,202	822	2,333	7,503	7 14	3 6	87	693	3,429	4,122	14,427	2,764	17,251	4 3	96	5,053
11	Hoshiarpur ...	1883-84	5	124	327	451	1,259	845	1,341	3,445	7 6	2 11	81	940	3,394	4,334	14,358	1,090	15,540	3 11	86	4,785
		1882-83	5	119	364	483	1,695	856	1,294	3,845	8 4	3 10	81	907	3,468	4,375	13,929	1,080	15,075	3 11	86	4,858
12	Kangra	1883-84	6	98	472	570	1,007	2,074	582	5,477	11 1	3 14	38	329	1,808	2,137	6,795	28	8,121	4 0	44	2,707
		1882-83	6	89	349	438	1,828	1,750	443	4,925	11 4	4 7	30	292	1,498	1,790	5,738	1	6,837	3 14	36	2,228
13	Amritsar	1883-84	16	346	1,906	2,252	7,158	2,968	5,163	17,726	6 1	3 4	68	492	2,941	3,433	13,007	801	13,808	4 6	84	5,685
		1882-83	14	334	1,747	2,081	7,411	2,871	4,587	17,075	8 13	3 13	62	498	2,612	3,110	12,885	884	13,769	4 10	76	5,191
14	Gurdaspur ...	1883-84	9	394	1,105	1,499	2,595	3,798	3,453	10,782	7 11	1 13	84	559	3,644	4,203	15,495	1,539	17,034	4 6	93	5,702
		1882-83	8	402	971	1,373	2,594	3,438	3,390	10,590	8 2	2 0	86	518	3,296	3,814	15,337	1,524	16,161	4 8	94	5,187
15	Sialkot ...	1883-84	5	355	774	1,129	1,260	1,752	745	4,450	3 15	1 14	67	462	3,456	3,918	13,801	1,160	14,961	3 14	72	5,047
		1882-83	6	241	666	907	1,258	1,331	644	3,950	4 8	1 7	68	500	3,456	3,956	14,812	828	15,640	4 4	74	4,863
16	Lahore ...	1883-84	33	459	2,374	2,833	7,446	1,324	6,801	17,619	6 8	2 12	47	363	2,414	2,777	8,210	311	8,858	3 6	80	5,610
		1882-83	34	432	2,280	2,712	6,418	1,461	6,296	17,210	6 9	2 1	42	387	2,171	2,558	7,894	274	8,178	3 10	76	5,270
17	Gujranwala ...	1883-84	12	311	1,047	1,358	3,074	1,044	2,221	8,500	6 5	2 5	58	490	2,823	3,313	10,289	1,200	11,489	3 10	70	4,671
		1882-83	10	259	1,045	1,304	2,799	1,027	1,974	7,701	6 0	2 3	58	509	2,589	3,098	9,439	1,249	10,688	3 9	68	4,402
18	Ferozepore ...	1883-84	4	185	511	646	268	2,271	1,404	4,465	7 6	0 7	49	342	2,557	2,899	7,867	234	8,101	3 0	53	3,545
		1882-83	4	122	490	612	307	2,223	1,577	4,656	7 15	0 8	45	318	2,341	2,659	6,913	219	7,132	3 4	49	3,271
19	Rawalpindi ...	1883-84	11	290	1,147	1,437	1,440	1,788	2,301	6,901	4 14	1 11	57	619	4,673	5,292	11,302	416	12,078	2 7	68	6,729
		1882-83	8	169	786	955	1,440	364	2,018	4,662	5 2	1 9	54	591	4,514	5,105	11,018	384	11,536	2 7	62	6,060
20	Jhelum ...	1883-84	2	179	498	677	637	1,921	1,293	3,851	6 2	1 0	36	515	3,073	3,618	7,614	546	8,160	2 7	38	4,295
		1882-83	2	127	466	593	1,008	1,897	952	3,857	6 15	1 13	35	453	2,826	3,279	7,571	503	8,074	2 8	37	3,872
21	Gujrat ...	1883-84	3	183	535	718	1,136	1,258	1,426	4,729	6 11	1 10	39	663	2,986	3,649	8,069	648	8,717	2 10	42	4,367
		1882-83	3	183	531	714	897	1,304	1,485	4,477	6 9	1 5	39	659	2,636	3,295	7,874	573	8,247	2 11	42	4,009
22	Shahpur	1883-84	4	121	301	422	1,294	946	1,198	3,438	8 5	3 3	40	438	1,787	2,225	6,557	201	6,806	3 12	44	2,647
		1882-83	4	101	309	410	1,395	945	1,142	3,480	8 8	3 7	31	292	1,497	1,789	6,078	...	6,124	3 7	35	2,199
23	Peshawar	1883-84	3	191	382	503	2,340	300	973	6,069	12 6	4 12	29	267	1,272	1,539	6,520	158	7,218	4 15	32	2,042
		1882-83	3	125	371	496	2,340	300	796	6,076	13 9	5 3	30	269	1,137	1,406	6,418	97	7,057	5 4	33	1,902
24	Hazara ...	1883-84	2	55	247	302	1,055	1,111	377	2,543	11 1	4 9	25	106	1,172	1,278	3,494	...	3,494	3 4	27	1,580
		1882-83	1	30	47	77	914	391	371	1,676	20 7	11 2	19	111	713	824	3,358	...	3,358	3 15	20	901
25	Kohat ...	1883-84	1	89	259	348	368	392	391	1,680	4 13	2 8	4	22	236	258	1,012	...	1,012	4 8	5	606
		1882-83	1	50	306	356	846	400	374	1,631	5 0	2 2	4	15	227	242	1,059	...	1,059	4 7	5	598
26	Mooltan	1883-84	8	261	762	1,023	1,095	4,120	2,321	8,744	8 10	1 1	59	358	2,149	2,507	10,795	513	11,308	4 12	67	3,530
		1882-83	8	260	698	958	936	3,582	2,329	8,204	8 2	0 15	51	348	2,008	2,356	10,541	441	10,982	4 12	59	3,314
27	Jhang ...	1883-84	3	167	439	606	1,239	1,642	776	3,897	6 12	2 2	26	200	984	1,184	5,597	88	5,706	5 2	29	1,740
		1882-83	3	156	405	561	1,281	1,654	784	3,917	7 1	2 5	26	193	942	1,135	5,138	51	5,223	4 9	29	1,696
28	Montgomery	1883-84	2	51	126	177	120	277	199	931	5 13	0 12	24	250	896	1,146	4,485	417	4,902	4 5	26	1,323
		1882-83	2	49	120	169	120	178	245	733	5 10	0 15	23	206	959	1,165	4,733	466	5,199	4 10	25	1,294
29	Muzaffargarh ...	1883-84	1	25	95	120	...	668	161	829	7 7	..	25	241	1,123	1,364	6,519	32	6,551	4 13	26	1,484
		1882-83	1	28	95	123	...	557	171	728	7 9	...	26	247	1,231	1,478	7,032	28	7,060	4 11	27	1,601
30	D. I. Khan ...	1883-84	4	113	404	517	1,200	1,142	714	3,027	8 2	2 8	20	202	1,134	1,336	6,136	...	6,136	4 8	24	1,853
		1882-83	4	94	385	479	1,200	910	720	3,841	7 3	2 4	22	229	1,216	1,445	6,067	...	6,067	4 1	26	1,924
31	D. G. Khan ...	1883-84	4	108	420	528	163	1,680	1,154	2,997	5 13	0 5	30	244	1,551	1,795	5,501	...	5,501	3 5	34	2,323
		1882-83	4	119	429	548	264	1,654	1,189	3,107	5 8	0 7	31	252	1,425	1,677	5,717	...	5,717	3 7	35	2,225
32	Bannu ...	1883-84	4	12	122	134	960	240	132	3,204	21 15	6 9	25	139	1,266	1,425	5,076	...	5,076	4 3	29	1,559
		1882-83	3	25	113	138	960	240	147	2,867	19 12	6 10	21	122	928	1,061	4,380	...	4,380	4 13	24	1,199
	Total ...	1883-84	213	5,900	20,759	26,659	56,342	52,063	52,439	1,88,363	7 7	2 5	1,409	11,122	68,799	79,921	2,04,550	17,546	2,91,139	3 14	1,622	106,580
		1882-83	201	5,199	19,018	24,217	56,068	46,458	49,159	1,78,342	7 11	2 6	1,353	10,547	63,609	74,206	2,59,115	17,374	2,85,397	4 1	1,554	98,423

SECTION B.—PRIMARY SCHOOLS.

Chap. IV, B, 84.

Primary schools.

Number of Primary schools.

84. The table given on the opposite page shows the main statistics for the Primary schools of the Province, both for the year under report and for that which preceded it, while Subsidiary Form No. 4 gives further details for 1883-84. The total number of Primary schools in the Province has increased during the year by 68, or by four and a half per cent ; the number of Anglo-Vernacular schools has increased by 12, or six per cent. ; and of Vernacular schools by 46, or three and a half per cent. The number of Aided Anglo-Vernacular schools has risen from 84 to 87, while that of Aided Vernacular schools has fallen from 36 to 32. It must, however, be remembered that in the present figures Primary divisions of Middle and High schools are reckoned as separate Primary schools, and that English is taught in only the highest two classes of Government Anglo-Vernacular Primary divisions, and not, as in Anglo-Vernacular Secondary divisions, throughout the classes of the division. The number of Primary schools has decreased in eight districts, the total decrease in these districts being 17, and the only district in which the decrease exceeds two being Delhi, where 5 Aided and 2 Government Vernacular schools are shown fewer than in 1882-83. In 19 districts the number of schools has increased by 85, the largest increases being 9 in Shahpur, 8 in Amritsar, Kángra and Mooltan, 7 in Umballa and Hazára, 6 in Rawalpindi, 5 in Karnál, Ludhiána and Bannu, and 4 in Lahore. Fourteen schools in 10 districts have been raised from Vernacular to Anglo-Vernacular schools by the introduction of English, of which 9 are Government schools, and 5 are Aided.

85. During the year a sum of Rs 8,000 from Provincial revenues was assigned for the foundation of new Primary schools in the districts of the Province, on condition that an amount equal to the allotment to each district should be devoted to the same purpose from local revenues. Some little time was taken up in distributing the allotment and making the necessary arrangements, and final orders were only issued in March 1884 ; but by the end of that month a total of Rs. 7,308 had been allotted, and 103 new schools had been opened in 20 districts, while arrangements were complete for opening 10 more. Some districts had deferred the new arrangements till the financial year 1884-85. The details of new schools, supplied by the districts in answer to inquiries made by Colonel Holroyd, do not correspond in many cases with the figures of our tables ; for instance, in Muzaffargarh 13, in Dera Ismail Khan 4, and in Dera Gházi Khan 8 new schools are stated to have been opened, while our figures show a falling-off of 1, 2 and 1 in the number of schools in these districts respectively. The replies from the districts were sent in in March and April, while our figures date from the 29th February ; and this may perhaps account for the difference. On the other hand, schools which were not flourishing may have been closed before the intentions of Government were intimated. By this time the arrangements consequent upon the new grant should have been completed in all districts, and a detailed report will be called for on the subject.

Number and distribution of scholars in Primary schools.

86. The number of scholars reading in Primary schools has increased during the year by 8·3 per cent., of those reading in the Upper division by 8·1 per cent., and of those reading in the Lower division by 8·4 per cent. The corresponding figures for Government schools only are 9·3, 8·6 and 9·4 respectively. The percentage of the total numbers that are reading in the Upper school has shown a nominal decrease from 16·1 to 16·0 ; while in Anglo-Vernacular schools the corresponding change is from 21·6 to 22·2.

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Primary schools.

Number and distribution of scholars in Primary schools.

The number studying in Anglo-Vernacular schools has risen by 10·1 (or in Government schools only, by 14·9 per cent.), and of those in Vernacular schools by 7·7 per cent.; while the percentage of the total number that read in Anglo-Vernacular schools has risen from 24·6 to 25·0. The total number of boys reading English has increased by only 4·3 per cent., while the proportion which they bear to the total number of scholars in Anglo-Vernacular schools has fallen from 34·7 per cent. to 32 9 per cent., and to the total number of scholars in all Primary schools from 8·5 per cent. to 8·2 per cent. But this falling-off in the study of English as compared with Vernacular is confined to Aided schools, the tendency in Government schools having been in precisely the opposite direction. The figures below bring out the contrast very clearly :—

		Government schools		Aided schools		All schools	
		1882-83	1883-84	1882-83	1883-84	1882-83	1883-84
Percentage of 1883-84 on 1882-83 for total numbers reading English ...		...	120·5	...	91·4	...	104·3
Percentage who read English of total numbers in	Anglo-Vernacular schools	23·6	24 7	55·3	49 9	34·7	32·9
	All schools ..	4·2	4·7	49·3	45·5	8·5	8·2

In Government Anglo-Vernacular schools, all those in the Upper division, and only those, read English. In Aided Anglo-Vernacular schools, in 1882-83 the scholars of the Upper division constituted only 31·7 per cent. of the total numbers reading English, which included also 45·8 per cent. of the Lower division. In 1883-84 the corresponding figures were 35·4 and 39·2. Thus the practice of Aided schools in this respect is gradually tending towards assimilation with that of Government schools.

87. Turning to districts, we find that there has been a substantial decrease in the number of scholars in Primary schools in Rohtak, Muzaffargarh, Sirsa and Dera Ismail Khan, and a nominal falling-off in Delhi and Montgomery. In Rohtak, Sirsa and Muzaffargarh the decrease has extended to both Vernacular and Anglo-Vernacular schools, and is attributed by the Inspector, in the case of Rohtak, to the action of the Deputy Commissioner in substituting Nágarí for Mahájaní : a point to which I shall presently return. In all other districts there has been an increase, generally substantial, and often very large indeed.

In Aided schools there has been a decrease in numbers during the year of 1 per cent., and in Aided Anglo-Vernacular schools an increase of 1·3 per cent. The percentage of the total numbers reading in the Upper school has risen from 17·1 to 17·6 in Anglo-Vernacular, and from 2·4 to 5·7 in Vernacular schools. While more than a quarter of the Aided schools are Vernacular, these comprise not quite 10 per cent. of the total number of scholars, and are essentially rudimentary in their educational standard. They exist only in Delhi and Simla (Kotgarh). Aided schools include 32·3 per cent. of the scholars in Anglo-Vernacular, 1·02 per cent. of those in Vernacular, and 8·8 per cent. of those in both classes of schools. In 1882-83 the corresponding figures were 35·1, 1·4 and 9·7.

Expenditure on Primary education.

88. The total expenditure on Primary education has increased since last year by 3·4 per cent., against an increase in

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Primary schools.

Expenditure on Primary education.

numbers of 8·3 per cent.; in Anglo-Vernacular schools it has increased by 5·6 per cent., against an increase in numbers of 10·1; and in Vernacular schools by 2·0 per cent., against an increase in numbers of 7·7 per cent. In Government Anglo-Vernacular schools the increase per cent. in expenditure and numbers respectively has been 8·5 and 14·9. Provincial revenues, however, have practically speaking borne no share of the increase, the rise in Provincial expenditure on Anglo-Vernacular schools being less than one-half per cent.; while though the increase in the case of Vernacular schools has been larger, yet the contribution to these schools is wholly insignificant in amount. Of the whole cost of Primary education 12·2 per cent. was borne by Provincial revenues, 51·8 per cent. by Local Funds, and 14·2 per cent. by Municipal Funds: of the expenditure on Anglo-Vernacular schools, Provincial revenues contributed 29·9 per cent., and Local and Municipal Funds 5·0 and 22·7 per cent. respectively, 12·8 per cent. being provided from "other sources," consisting almost wholly of the private funds of Aided schools, which include 32·3 per cent. of the total number of scholars. Of the cost of Aided Anglo-Vernacular schools, Provincial revenues contributed 37·7 per cent., and Municipal Funds 3·5 per cent. To the cost of Vernacular schools, Provincial revenues only contributed Rs. 2,284; while Local Funds provided 82·1 per cent., and Municipal Funds 8·8 per cent.

Fees amount to 14·6 per cent. of the total expenditure in all Primary schools, to 28·0 per cent. in Anglo-Vernacular, to 23·1 per cent. in Aided Anglo-Vernacular, and to 6·0 per cent. in Vernacular schools. They show an increase of 7 per cent. in Anglo-Vernacular, of 10 per cent. in Government Anglo-Vernacular, of something under one per cent. in Aided Anglo-Vernacular, and of just one per cent. in Vernacular schools. They have increased by 5½ per cent. on the whole. The fee income in Anglo-Vernacular schools has increased in all but 9 districts, and in many very largely indeed. In 5 of the 9, the decrease is quite nominal. In Ferozepore, Montgomery, Muzaffargarh and Bannu the decrease is substantial in proportion to the total amount, though in the last three districts that amount is very insignificant. In Vernacular schools the income has decreased in six districts, and in Ludhiána and Jullundur—two of the leading districts in educational matters, and in which the scale of fees in village schools is higher than in any others—the decrease is substantial, though in both districts the number of scholars has increased. The fact is that the very vague definition of agriculturist at present in force deprives the levy of fees in Primary schools of all certainty; and a rise in the scale of fees often leads to a decrease in the income, by a larger number of boys being exempted as sons of agriculturalists (see also Mr. Pearson's remarks on Gurgaon, quoted at page 9). A more definite rule on the subject is now under consideration. The average fee per pupil fell during the year from Rs. 0·234 to Rs. 0·219 in Vernacular, and from Rs. 2·03 to Rs. 1·98 in Anglo-Vernacular schools. The fee in Aided Anglo-Vernacular schools has stood unaltered at Rs. 1·73, or 18 per cent. less than the fee (Rs. 2·1) in Government schools of the same class.

The average cost per scholar has fallen from Rs. 7-11-0 to Rs. 7-7-0, or by 3·3 per cent., in Anglo-Vernacular schools, and from Rs. 4-1-0 to Rs. 3-14-0, or by 4·8 per cent., in Vernacular schools. The average cost to Government has fallen from Rs. 2-6-0 to Rs. 2-5-0, or by 2·7 per cent., in Anglo-Vernacular schools; Vernacular schools being practically independent of Provincial revenues. The average cost in Anglo-Vernacular schools has increased in Rohtak, Sirsa, Gujránwála, Gujrat, Mooltan, Mont-

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gomery, and all three districts of the Deraját. In Sirsa, Dera Ismail Khan and Bannu the increase is large. The cost varies generally inversely with the total number of pupils and the average number per school, being smallest (Rs. 3-15-0) in Siálkot and largest (Rs. 21-15-0) in Bannu. The average cost is 5 per cent. greater, and the cost to Provincial revenues 53 per cent. greater in Aided than in Government schools. In Vernacular schools the cost has increased in Simla, Kángra, Gujránwála, Shahpur, Jhang, Muzaffargarh and Dera Ismail Khan; but the increase is generally small. The average cost is smallest (Rs. 2-7-0) in Rawalpindi and Jhelum, and, excluding Simla, largest (Rs. 5-11-0) in Sirsa.

Results of examinations in Primary schools.

89. Of students in the Upper division, 39·3 per cent. were presented for examination by the Upper Primary standard, of whom 69·2 per cent., or 27·2 per cent. of the whole, passed the examination. In the previous year 38·5 per cent. of the total numbers were presented, of whom 69·7 per cent. passed. During the year under report the percentage of candidates passed was 77·6 for Aided against 68·4 for Government schools. The Aided schools, however, sent up a much smaller proportion of their total numbers for examination, the proportion of passes to numbers on the rolls being 30 per cent. for Aided against 29 per cent. for Government schools. The number of candidates from the latter was 10 times that from the former. The Aided schools are largely town schools, in which the instruction is generally better than in village schools. The proportion of passes to pupils has risen from 26 to 29 per cent. in Government and from 27 to 30 per cent. in Aided schools.

90. Of students in the Lower division, 15·0 per cent. were presented for examination by the Lower Primary standard, of whom 72·6 per cent., or 10·9 per cent. of the whole, passed. In the preceding year 14·3 per cent. of the total number were presented, of whom 72·6 per cent. passed. During the year under report the percentage of candidates passed was 76·6 for Aided against 72·4 for Government schools; but here again, while Government schools sent up 15·1 per cent. of their pupils for examination, Aided schools only sent 13·1 per cent., and the proportion of passes to numbers on the rolls was 9·0 per cent. for Aided against 11·9 per cent. for Government schools. The number of candidates from Government was 12 times that from Aided schools. The proportion of passes to pupils has risen from 11 to 12 per cent. in Government, and from 8½ to 9 per cent. in Aided schools.

General progress during the year in Primary education.

91. A detailed report upon the State of Primary Education in each district as it stood at the end of 1881-82 was submitted by Colonel Holroyd during the year. Some general statistics will be found at page 7 in Chapter I of this report. The figures that have been reviewed in the preceding paragraphs show that the progress in Primary education during the year has been large and general. The number of schools and the number of scholars have alike increased, while the average number of scholars per school has also risen, thus reducing the average cost of instruction and facilitating improvement in the teaching staff. This progress has extended to almost all the districts of the Province. It has been most marked in Anglo-Vernacular schools, which are generally larger and more efficient than Vernacular schools. The proportion of the total numbers that study English has fallen off, but in Aided schools only, the movement in Government schools having been markedly in the opposite direction. I shall presently discuss the question of how far this change is for the better. The numbers in Aided schools

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General progress during the year in Primary education.

show a quite nominal decrease; but the instructional average standard has been raised, a larger proportion of the pupils than formerly belonging to the Upper division. A total increase of 8·3 per cent. does not seem much in itself; but when we reflect that, if it is continued, our school population will double in somewhere about ten years, the figures cease to be insignificant.

Expenditure has not nearly kept pace with numbers, the increase in the latter being nearly two and a half times that in the former, while in the Vernacular, or less expensive schools, the proportion is nearly four times. Such increase as there has been has fallen almost wholly upon Local revenues, the contribution from Provincial revenues showing a wholly nominal advance, while the expenditure from endowments of Aided schools remains unaltered. The income from fees, though still small, shows a substantial increase in most districts, notwithstanding that the average fee per pupil has somewhat fallen off. The average cost per scholar has decreased in all classes of schools, and in almost all but a few very backward districts. The results of examinations are satisfactory, for while the proportion of passes to candidates is the same in Vernacular and only nominally smaller in Anglo-Vernacular schools, the proportion of passes to pupils, which is far more important, shows very substantial improvement in both Government and Aided schools.

92. The Inspectors in their reports speak of the steady improvement in the instruction imparted in Primary schools. Here the great difficulty is to find tolerably efficient teachers; and the extracts quoted in Chapter V on special schools show how substantial is the advance which has been made of late years in this matter. It takes nearly half a generation to train a teacher, and the supply cannot be increased or improved *per saltum*. But much has already been done; and it is now chiefly in the frontier districts and Sirsa that the difficulty still remains formidable. I quote the following remarks from Dr. Stulpnagel's report on the Lahore Circle.

"The inefficiency in the teaching power observable in former years in Primary schools has received careful consideration. So far as I have been able to judge, an improvement has set in, though a small and gradual one. Much of it is due to the more careful management of grant-in-aid schools and stricter supervision of District Inspectors of Schools; but also to a great extent to the appointment of promising young men who have been trained in the Normal schools, and to the fact that, even for elementary classes, teachers are now easily obtainable who have passed the Middle school examination. This gradual elimination of inefficient, old and useless teachers is still going on, though I think it may be further expedited by inducing them to retire on an appropriate gratuity. The Anglo-Vernacular Government Upper Primary schools are well attended, there being on an average 38 boys to every institution, or, if the Lower Primary department is likewise counted, 114. Instructional progress has certainly been made throughout all classes of boys' schools, whether Government or Aided, and is chiefly traceable to the greater pains taken with the lowest classes. As a rule, a boy remains no longer than a year in the first class, after which time he is promoted and pushed on to higher work. The deadening effect of permitting a boy to waste many months upon his alphabet, so frequently seen in girls' schools, has almost entirely disappeared. Arithmetic and Geography have distinctly improved, and the mode of reading Urdú is far better than formerly, when a boy raced in a high monotone, unchecked, over half a page, until he brought himself to a stop with a stress on the last word. A few defects, however, still remain. I will not refer to the unintelligent teaching of Persian in Primary, especially Lower Primary, schools; for it is a question whether the agriculturist, whose education may be said to have finished after passing the Upper Primary examination, derives, in after life, any advantage from a slight acquaintance with Persian. On the other hand, it would not do to eliminate this subject altogether from village schools, as hundreds of boys in them elect to continue their education up to the Middle standard. In Anglo-Vernacular schools the pronunciation of English is more or less defective, and frequently too little attention is paid to Urdú grammar."

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Primary schools.

Some obstacles to progress discussed.

93. The following extract from Mr. Harvey's report shows some of the circumstances which impede the progress of education in the Mooltan Circle, and doubtless elsewhere also. The difficulty that, under our present system, the Inspector's visit must, throughout a large portion of his circle, precede by a considerable interval the completion of the annual course the results of which it is supposed to test, will partly disappear as the duties of the higher inspecting officers are more and more confined to inspection proper, and the actual examinations more largely left in the hands of a more numerous subordinate staff. Meanwhile, perhaps something might be done by inspecting the districts of each circle in a fixed order, and so arranging the annual school course in each district that it should end at or about the time when the Inspector's visit might be expected. This would give a few months extra to the Middle school and Entrance classes in certain districts, which would probably be unobjectionable. Meanwhile, Mr. Harvey's time-table will be a useful guide in the case of casual inspections, and seems worthy of general adoption. As for the periodical absence of a large portion of the boys during the *pilú* and date harvests, this is one of the difficulties inseparable from the gradual introduction of education among a still semi-nomad population; and the laxer system of village schools to which I shall presently allude, would be so framed as to meet local circumstances of this nature.

"In taking a general view of the progress of education in the Mooltan Circle, there are a few points which attract attention, especially at a time when the educational policy of the Province is being critically considered. The apparent increase of pupils reading in the schools at the close of the year as compared with last, ought to be much greater than it is put down at. I have shown how I found that there were 206 pupils less at the end of the year in those schools for which I have to adduce statistics during my inspection tours. than at the time of my visit. The reason is that, as soon as the Inspector's examination is over, many of the boys leave the school, at least for a time: those who have qualified, because they imagine that nothing more is required of them; and those who have not qualified, because they become disheartened. During the Inspector's tour of his circle, those schools in the district first inspected have necessarily to be examined long before the annual course can approach completion. Of course he can form a pretty good estimate of how the work has been done, but this is in anticipation of the final result at the end of the year, and is indeed a fair criterion of what may then be expected *provided the boys do not leave their classes after the examination.* If they do so for a protracted period, they necessarily fail in a higher class the following year, as they may not be able to make up what they require in the time they often choose to give. It has also been frequently brought to my notice that the Government scheme of studies has not been taught as it should be. But more often than otherwise this has been the result of expecting too much from the classes for the time they have been taught, as it stands to reason that though certain subjects are allotted to be learnt by each class, yet the pupils cannot be expected to qualify in all those subjects in six months or more which they are supposed to learn in twelve. Time-tables have therefore been issued to each school showing the amount of knowledge that ought reasonably to be expected from each class at whatever time of the year any visitor may wish to see what progress has been made; and if an Educational manual is to be published, I would suggest that the course of instruction indicated in the time-table be one of the principal points of inquiry. It is also useful in checking the quarterly reports of the Chief Muharrirs and District Inspectors. But I cannot refrain, before leaving this subject, from mentioning the principal causes of absence from school, as far as I have seen in this circle. Many teachers of schools have told me in despair that it is next to impossible to expect a better return of attendance than is generally the case during the first four months of the official year. The first month much of the supervision is necessarily relaxed, and both teachers and pupils look upon it as of no great consequence to be absent from school at a time when detection is least likely, and especially when the grain harvest calls for all hands Then, again, in June the fruit of the *jál* or *varm* ripens, and is the signal for a wholesale migration to

the jungles. Whole villages may be found during this month leading a nomadic life, encamped in the jungles, and living on absolutely nothing but the *pilú* fruit and the milk of their herds. Again, the attention of the small boys is especially required during the month of July in scaring away the birds from the date-palms which are in the vicinity of most of the school villages."

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Primary schools.

Some obstacles to progress discussed.

Simplification of Primary standards.

94. In the introductory section of this report I remarked that the cardinal fact that should govern our whole system of education in the Punjab is, that not 7 per cent. of the whole of our school-boys ever go further than the Primary stage. I have no figures for the distribution of the students in Primary schools over the various classes; but I will assume that the numbers presented for examination by the two Primary standards represent the total numbers in the 3rd and 5th classes respectively. This is not the case, as in practice the whole class is never presented for examination. Thus my assumption makes these two classes somewhat smaller than they should be. Moreover, it must be remembered that our numbers are ever increasing, and that the increase begins at the bottom; so that any distribution such as I am attempting exaggerates the proportion of the whole that does not advance beyond the lower classes. But, notwithstanding these two considerations, the following figures show with sufficient accuracy the broad facts of the case:—

Class		Figures	Percentages	
Primary	1st and 2nd class	76,409	66·8	71·4
	3rd "	13,382	11·7	12·5
	4th "	10,430	9·0	9·8
	5th "	6,680	5·8	6·3
	Total Primary	106,901	93·3	100·0
Middle and High		7,702	6·7	
GRAND TOTAL		114,603	100·0	

Thus, taking these figures as accurate, while 93 per cent. of our students do not go beyond the Primary stage, 78½ per cent. of them, or 84 per cent. of Primary students, never go further than the Lower Primary standard.* The conclusion must be that it is all-important to consider both the Lower and the Upper Primary standards, and more especially the Lower, as the educational *terminus* of the overwhelming majority of our scholars; and that each of these standards should, as far as possible, be so framed as not only to include nothing in either course which is of use only as preparation for the one above it, and thus to render each course as complete as possible in itself, but also so as to begin no subject in either course, unless the knowledge of that subject that can be obtained within the course is sufficient in itself to be useful to its possessor. To carry out this rule absolutely would involve a number and variety of standards which is at present impossible. As the demand for higher education extends and becomes more effective, it will be possible to leave the classes who desire it to make their own arrangements for that superior instruction in the lower classes which is best fitted to lead up to it; and we shall then be able to frame our own standards wholly upon the requirements of the masses who are content with the rudiments. But till then, we have to adapt our courses of study as best we may to answer the requirements of both classes; and to remember that, while on the one hand the numbers who stop short at the Primary standard are enormous, on the other hand those numbers are dependent for their instruction upon the extent and quality of Secondary education which alone can supply them with teachers.

* See also Mr. Pearson's remarks on the Gurgaon district quoted at page 9.

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Primary schools.

Simplification of Primary standards.

95. Judged in the light of these considerations, there can be little doubt that our standards are capable of improvement. Mr. Pearson writes—

"In the Primary schools Persian is taught in an unintelligent manner, though not more so than in other districts. The method of teaching Persian is a legacy from the indigenous school system, where attention is seldom given to the grammar or meaning. But Persian is not the only subject studied too much by rote. The prominence of Persian in the Punjab school course is due to a reactionary movement on the part of the people themselves against the substitution of Urdú for Persian by the Government. Something like an Urdú literature has since grown up, and it is doubtful whether the natives attach as much importance to Persian now as they did twenty years ago, when it was commonly thought impossible to acquire a proper knowledge of Urdú except through Persian."

Dr. Stulpnagel's remarks in a similar sense have already been quoted a few paragraphs back (paragraph 92). There seems a very general consensus that we teach too much Persian in our school course, and perhaps a less general one that the subject should not be studied at all in Primary schools. The Arithmetic standards are admittedly too high; and the Geography courses need revision. It will therefore be necessary to reconsider the whole of our standards, and this will be done during the present year.

Suggested introduction of a "village" standard.

96. But a more simplification of existing standards on their present lines is far from being all that is required. One of the gravest charges brought against our educational system, and the one the truth of which it is most difficult to dispute, is that we have wholly failed to attract the peasant of the Province to our schools. The current explanation of the fact is that he has no desire for education, and there is probably much truth in the assertion. But it is doubtful whether we have ever offered him an education which it would be reasonable to expect him to desire. The course of studies in even our Primary schools is too advanced for his needs, and the system is too rigid to suit his children. If he sends his boys to our schools we teach them Persian, decimal fractions, pounds shillings and pence tables, the geography of the world, and the area of a circle. It is not only that the husbandman does not want these things; he positively objects to them, as turning his son into a "munshí," who will not follow his father's plough And our fixed school-hours not only deprive the father of his children's help in the fields, but prevent the children from being gradually inured to the exposure and hard work which will be their daily lot in after life. It seems to me that it is impossible to devise any course of study which, lasting for four or five years, shall be sufficiently primitive to suit the needs of the village husbandman, and shall yet constitute a fairly efficient preparation for the courses of the higher schools. And I would boldly recognise the impossibility, and separate the two courses. I would retain our present Primary standards, after such alterations in detail as may seem advisable; but I would recognise them as meant mainly for those who, if they do not intend to pursue their education further, at least contemplate some sort of service, trade or handicraft as their pursuit in life. To these I would add what might be called "village" standards, to be taught in "village" schools, to the children of small cultivators and petty village shopkeepers. They should comprise, first and most important of all, arithmetic, but based upon native methods, improved so far as may be without destroying their essential form, and strictly adapted and limited to the problems which arise in the daily commerce of the village. Reading an easy story-book, and writing a simple letter, should follow next in importance. I would teach them the map

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of their village, their tahsíl, and their district, and a skeleton map of the Punjab; and I would have them read a geography of the tract in which they live, with such outlines of physical geography as might be suited to their capacity, and capable of illustration from the fields and jungles which surround their home. To this I would add, in the higher classes, a knowledge of a settlement record and of elementary native book-keeping, and sufficient practical mensuration to enable them to calculate roughly the area of their fields. Agriculture, sanitation, and the like, I would teach, not from separate manuals, but by lessons interspersed in their readers. I would allow the Local Boards to decide what language and character should be used, and to fix the school hours so as to interfere as little as possible with field-work. These "village schools" would not be confined to villages; nor would all schools in villages be "village schools." I would start a few in every tahsíl as samples, and would leave the people to decide for themselves how far, and in what cases, they would substitute them for the present Primary schools. A school of each kind might well exist side by side in the same large village. I do not suppose that the peasants would flock at once in numbers to these schools; I do not say that the experiment would certainly be successful, even in the end; but I do think that it is worth trying. Our present system has failed. The one I have sketched seems to me to combine many of the elements of success. The first difficulty would be text-books; the second, teachers; but neither is insuperable.

Vernacular language and character to be used in Primary schools.

97. In paragraph 16 of the review of the Educational Report for 1881-82, His Honour the Lieutenant-Governor laid down that "the Vernacular which is taught in Government schools is, and for the most part must of necessity be, in this part of India, Urdú." And the context shows that the Persian character was included by implication. The policy was reaffirmed in December 1883, when Government refused to allow a Gurmukhí class to be added to a Government school. Urdú in the Persian character, however, is by no means exclusively used in Government schools as the medium of instruction. Throughout the eastern and even in some of the western districts of the Province, Nágarí or Mahájaní, or both, are taught in many of our schools in addition to the Persian character; and the change of character implies the substitution of a sort of Hindí for Urdú. Of 97,500 boys in Government Primary schools, no less than 8,800, or some 9 per cent., are learning either Nágarí or Mahájaní; while in one district at least, Gurmukhí is taught. Many of these boys are in branches of the large town schools, and begin the Persian character when they join the main school. Mr. Pearson has some remarks on the subject in his notes on education in the Gurgaon, Hissar and Rohtak districts printed at pages 9 to 11. In Rohtak the Deputy Commissioner substituted Nágarí for Mahájaní, at a stroke of the pen, in all the so-called Hindí sides of the schools under his charge; and the immediate result was a falling-off in numbers. The Inspector brought the fact to the notice of the Deputy Commissioner; and the matter was referred to the District Committee, which replied that Mahájaní was useful only to Banyás, who did not contribute to District Funds. My own experience is that peasants in that part of the country know Mahájaní, or Hindí as they call it, much more often than they know Nágarí; though that may be merely because the one is, and the other is not, taught in the villages. However that may be, Mr. Pearson is probably partly right in his criticism upon the Committee's reply; which is in effect, that there is a demand for Mahájaní, which is useful to Banyás, while there is no demand for Nágarí, since the husbandmen who might be expected to desire it care for education only as an avenue to Government service, a condition which Nágarí does

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not fulfil. But I believe that this criticism only expresses a very small portion of the truth. That a very large number of children attend our schools without any view to Government service, is apparent from the enormous proportion, already commented upon, who never go beyond the Primary, and even the Lower Primary standard. That the number is not still larger, and especially that it does not include a larger proportion of the peasant class, is, I believe, due to the nature of the subjects studied, rather than to the character in which they are taught. The peasant feels that if his boy is to spend his time in learning subjects such as I have already alluded to as included in our Primary course, he had better learn them in Urdú and the Persian character, and become something of a munshí at once. If, however, a simple village standard, such as I have sketched in the preceding paragraphs, be found acceptable to the peasantry, I believe that they will, throughout a great portion of the Punjab, prefer to study them in the language and character current in their own villages. If Mahájaní is selected, it will enable them to understand their Banyás' accounts; if the literary character, it will render the stories so dear to the people accessible to them in books written and printed in the dialect familiar to their ears. Thus, if the bifurcation of elementary schools which I have sketched out in paragraph 96 be carried out, I would allow the people, as represented by their Local Boards, the most absolute freedom of choice as to the language and character to be employed in the village schools. And that done, I would rigidly exclude all but Urdú in the Persian character from the existing type of Primary schools.

98. On the question of what is Hindí, the following remarks by Mr. Pearson are interesting; though I wholly dissent from his conclusion. Accepting the fact that the two types are connected by endless shades of local variety, it still remains that Urdú and Hindí are distinct species, and "books printed in the Nágarí character" should be written in the Hindí language. Whether the particular Hindí of our text-books is the form of Hindí best suited to our Hindí-speaking population, is of course a question open to discussion.

"There is very little desire for Hindí in the Nágarí character; though the Mahájaní character is popular with a certain class for business purposes. The question of language, apart from its written character, is complicated, and perhaps difficult. It is certainly a mistake to use distinctively Hindí words in books printed in the Nágarí character. The young scholar, when asked for the meaning of such words, promptly gives the ordinary Urdú equivalent. At Mahrauli, near the Qutab, the teacher stated that the Hindú and Musalmán boys used different terms for domestic furniture in their own homes. This appeared to be the case, but the names of things used by the Musalmán boys were not in any special degree Urdú or Persian, or such as are used in Urdú books. Both Hindús and Musalmáns used Hindí words, differing sometimes, but in neither case having any relation to any written dialect."

SECTION C.—GENERAL QUESTIONS.

The spread of English in the lower class of schools.

99. In the preceding paragraphs of this report I have repeatedly noticed the rapidity with which the study of English is extending throughout our schools of all classes. I have already discussed in paragraphs 74 to 76 the virtual supersession of Vernacular by English in our High schools, and have given my reasons for thinking that the change is for the better. The wide-spread growth of English as a subject of study in the lower class

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The spread of English in the lower class of schools.

of schools, I by no means look upon with the same complacency. Five years ago 67 out of 215 Middle schools, or 31 per cent. of the whole, were Anglo-Vernacular. Now English is taught in 109 out of 237, or 46 per cent. of the whole. The figures for Primary schools cannot be compared, as in 1878-79 Primary departments were not, as now, reckoned as separate schools. But the fact that only 90 boys in the whole Province were then reading English in a purely Primary school shows that such schools were practically never Anglo-Vernacular. And the increase in the number of Anglo-Vernacular Middle schools by no means measures the extent of the evil. Year by year English is added to the course of studies in the Primary department of Vernacular Middle schools under Deputy Commissioners. For some years none of the English-reading boys have reached the Middle department, which therefore continues to be shown as Vernacular, though the Primary department of the same school is returned as Anglo-Vernacular. But from the moment that English is introduced, the future of the school is fixed and it must turn into an Anglo-Vernacular school. In 1878-79 just 9 per cent. of the whole of our boys were reading English; and in Government schools, not 7 per cent. Now English is studied by 12 per cent. of the total number of scholars, and by nearly 8 per cent. of those in Government schools, and the proportion is yearly increasing: and this, though the influx into the lower classes where English is not read, and which tends therefore to reduce the proportion of English students, has been unprecedentedly great during the last few years. In Aided schools the percentage of scholars reading English has actually risen during the past five years from 25 to 56; and this although, as has already been shown, the proportion is considerably lower this year than it was last. The strength of the demand for English education is shown by the fact that the Aided schools are, with the solitary exceptions of the low-caste schools in Delhi, and the Himalayan schools of the Kotgarh Mission, Anglo-Vernacular to a school; and not only this, but they have found it necessary to teach English in all but the very lowest class; so that although, as pointed out in paragraph 86, a healthy change appears to have set in, and the proportion of English students has fallen considerably, yet even in the year under report, very nearly half of all the scholars in the Lower Primary division of Aided schools were reading English. In Government schools English is not taught at all in the Lower division.

100. Now I look upon this wholesale introduction of English into the smaller and inferior class of schools in our outlying towns and villages as an almost unmixed evil; and that principally for two reasons. In the first place, good English teaching is so expensive as to be quite beyond the means of these small schools, while bad English teaching is worse than useless. But an infinitely stronger reason is, that not one-quarter of these boys who waste their time over English, ever learn enough of it to be of the remotest use to them. At the end of the year under report the pupils in English schools were thus distributed:—

Department		Figures	Percentages
High		890	6·7
Middle		3,503	26·6
Primary	Reading English	8,773	66·7
		13,166	100·0
	Not yet begun	17,988	
		31,154	

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The spread of English in the lower class of schools.

Thus it is apparent that of the boys reading English, not one-third ever reach the Middle school, and not 7 per cent. the High school; while the fact that the Middle school figures include three classes and years, and that English is taught in the vast mass of the Primary schools in only two classes and years, makes the true proportion still smaller. And, finally, we have the fact that, of the 3,503 Anglo-Vernacular students in the three classes of the Middle school, only 933 presented themselves for examination this year, and only 530 passed. When we remember the amount of English which a "*Middal pás shudah*" ordinarily possesses, I think I am justified in saying that a very large proportion of the boys who are reading English in our Primary schools, and a not inconsiderable proportion of those who are reading it in our Middle schools, are simply wasting upon the acquisition of a smattering of the language that will never be of any conceivable use to any living creature, time that should be spent in obtaining a sound Vernacular education. And in the smaller outlying schools the evil is intensified a hundredfold. Nor is the waste of time the only ill result of the system. It fills our towns and district head-quarters with discontented applicants for employment, who have spent time and money without acquiring a useful knowledge, either of English or of their ignorance of that language, and who are bitterly discontented when they find that what they have acquired has no market value.

101. The evil will perhaps cure itself in time; but at present it seems to be on the increase, and I think we might do much, and should do all we can, to check its growth. In September 1883, Mr. Pearson, then officiating as Director, issued a circular to the effect that for the future English was not to be introduced into any school without the sanction of the Department. Circulars of this nature, however, have hitherto been very generally disregarded. In one district in which 8 of its 12 Secondary schools were already Anglo-Vernacular, in which the Deputy Commissioner and the Commissioner had both agreed with the Director in strongly condemning the spread of English schools, and in which English was nevertheless introduced during the year under report into one of the remaining 4 Vernacular Middle schools, I addressed the Deputy Commissioner specially on the subject. He, however, professed himself helpless in the matter so long as the Local Boards desired it. I had thought that, at any rate hitherto, the Deputy Commissioner had control of, and was responsible for, the educational administration of his district. At any rate, I think that in future English should be introduced into no Government school without the sanction of the Director; and I am not sure that it would not be wise to reduce the number of existing Anglo-Vernacular schools. The conditions which I think should regulate the number of these schools, and the manner in which they might perhaps be reduced, are very similar to those already discussed in the case of Middle schools in paragraph 80. English should, I think, be taught in no school where the numbers learning it will not be sufficient to justify the entertainment of a thoroughly efficient staff; and I am inclined to think that special fees should be fixed, not for *schools*, but for *classes* in which English is taught; not prohibitive in their amount, but sufficiently high to ensure that at any rate the majority of those who pay them intend to prosecute their studies to a reasonable standard.

Scholarships.

102. The total expenditure on scholarships in the Province during the year was Rs. 1,01,830, of which Provincial revenues contributed Rs. 32,882, Local rates Rs. 46,043, and Municipal Funds Rs. 12,138. The expenditure on scholarships in Secondary

and Primary schools for native boys, with which alone we are concerned in this chapter, was distributed as follows :— Ch. IV, C, 102.

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Scholarships.

1			2	3	4	5	6	7	8
Class of Institution			Provincial Revenues	Local rates	Municipal Funds	Other sources	Total	Number of students	Income from fees
			Rs.	Rs.	Rs.	Rs.	Rs.		Rs.
Secondary schools	Anglo-Vernacular	Government...	15,128	12,275	2,813	1,209	31,425	3,187	25,026
		Aided ...	1,986	1,029	451	1,948	5,414	1,265	7,116
	Vernacular ...	...	...	16,235	1,873	165	18,273	3,144	4,188
	Total ...		17,114	29,539	5,137	3,322	55,112	7,596	36,330
Primary schools	Anglo-Vernacular	Government...	...	3,377	775	583	4,735	18,057	37,802
		Aided ...	6	138	73	1,431	1,648	8,602	14,837
	Vernacular ...	...	...	1,603	85	...	1,688	79,921	17,546
	Total ...		6	5,118	933	2,014	8,071	106,580	70,185
Primary and Secondary schools	Anglo-Vernacular	Government...	15,128	15,652	3,588	1,792	36,160	21,244	62,828
		Aided ...	1,992	1,167	524	3,379	7,062	9,867	21,953
	Vernacular ...	...	...	17,838	1,958	165	19,961	83,065	21,734
	Total ...		17,120	34,657	6,070	5,336	63,183	114,176	1,06,515

The Government scholarships are held almost exclusively in High schools, and the others chiefly in Middle and Primary schools. It will be seen how large is the expenditure in Secondary schools in proportion to the number of scholars and to the income derived from fees. Mr. Pearson writes on this subject as follows :—

"It was estimated in last year's report that one-half of the students in English High schools and in Vernacular Middle schools receive stipendiary assistance. The students of the Vernacular High schools all received scholarships, as there is absolutely no spontaneous demand for this kind of education. The grand defect of our scholarship system is that the scholarships are not prizes for the reward of exceptional merit, but are of the nature of wages to ordinary students. For the Punjab in 1882-83 the fees paid in Secondary schools amounted to about Rs. 30,000, while the expenditure upon scholarships was thrice as much. So long as this proportion exists it is absurd to talk of gradually inducing the people to pay for their own education in the higher departments. But from a school-master's point of view the arrangement is an excellent one. A paid labourer can be depended upon when an amateur student cares only to please himself, and many of the scholars in Secondary schools who are without scholarships attend school only when they happen to be free from private business. Another point in favour of a liberal scholarship system is, that it induces the students to carry on their school education beyond the point at which they can go out into the world to get their own living; and if, in the Secondary schools, the fees are only one-third of the value of the scholarships, it is hardly worth while to object to artificial stimulants while in colleges they amount to little more than one-tenth."

Much has been done of late, especially during the year under report, to improve the system of award of Government scholarships. Their number and amount have been fixed, such of them as are held in schools have been distributed among districts and divisions, they have been made tenable in Aided as well as in Government institutions, and re-award as well as award has been declared dependent upon place in the class-list on which the original award was made. The conditions of their tenure are still wanting in certainty, but rules have recently been submitted to Government which, it is hoped, will remove the ambiguity.

103. The method of award and tenure of scholarships provided by local bodies is eminently unsatisfactory. A Deputy Commissioner of very great experience writes—"Nothing is more unsatisfactory in the management of boys' schools in the Punjab than

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the award of scholarships. There is a circular of the Director's prescribing that, when the Inspector has finished his Primary school examinations, he shall recommend boys for scholarships, subject to certain conditions as to their being sons of agriculturists, &c. This is never acted upon, at least in this circle ; and the Inspector told me that the circular was obsolete when I asked him to recommend boys for scholarships." He goes on to say that a member of a Committee can always be found ready to certify to the fitness of any given boy as the recipient of a scholarship ; and that the award is really very much a matter of haphazard. This description, if generally true of local fund scholarships, applies to an annual expenditure of Rs. 41,730. It is now proposed that a certain proportion of these scholarships should be awarded and held on fixed conditions uniform for the whole Province, within the district which provides them ; and that the remainder, regarding the conditions of which the local bodies will retain a very wide discretion, shall be awarded in accordance with merit and in a public manner, and shall be held subject to certain general rules. When these or some similar arrangements are fully carried out, the system of scholarships in the Punjab will be in a satisfactory condition ; though the question will still remain for consideration whether the provision for scholarships from local funds is not as excessive in some districts as it is defective in others.

Proposals for raising the scale of fees in certain schools.

104 The subject of fees has been under consideration during the year, with the view of raising the scale as high as may safely be done at once without checking the extension of education ; and especially of making the fee income for Secondary education, and in the towns where education is valued, bear a more reasonable proportion to expenditure. Since the expiry of the year a revised and enhanced scale of fees for colleges has been brought into force ; and a similar scale for schools has received the preliminary approval of Government, and has been circulated for opinion. The statistics which have been already discussed under the head of "expenditure" in Secondary and Primary schools (paragraphs 69 and 88) show that the present fee income is, in the latter case at least, almost nominal. Statistics are being collected which will show what would be the effect upon our finances of wholly exempting the most elementary classes of our schools from the levy of fees ; and I hope and believe that it will be found possible to provide the elements of education free of all charge. But I think that these elements should be exempted, only when taught in a rudimentary manner ; and that when classes of society who desire their children to proceed to the higher education wish them to receive more skilled instruction in the elements from a more expensive staff, they should pay for it. In fact, I am not sure that, if the "village" schools that I have suggested in paragraph 96 should prove acceptable to the people, I would not, while throwing them open free of charge, make all boys reading in any other class of school pay a small fee, whether children of agriculturists or not. And in any case I would levy higher fees from all boys reading English ; though this would perhaps be best done, not so much by raising the fees in Anglo-Vernacular schools, which would tell equally upon boys reading Vernacular only in those schools, but by fixing an additional fee for instruction in English. This would enable us to retain Vernacular sides in our Anglo-Vernacular schools. At present, practically all the boys in an Anglo-Vernacular school who have passed the point at which the study of English is begun, read that language ; and the reason is that they all prefer to study English to Vernacular. But, if the former entailed payment of an additional fee, many of them would probably keep to the latter. This would be a distinct

gain to Vernacular education. The Anglo-Vernacular schools are, or should be, larger and supplied with a superior staff; and I should be glad to utilise this superior agency in Vernacular as well as in English education.

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Proposals for raising the scale of fees in certain schools.

The following extract from Mr. Thompson's report shows that some small beginnings have been made during the year in the Rawalpindi Circle; and his views are generally in accord with those expressed above, while the opinion of so experienced an officer as to the feasibility of a substantial advance in fees in Secondary and Anglo-Vernacular schools is encouraging. Mr. Pearson also, in his report upon the Ludhiána district quoted at page 13, has some exceedingly suggestive remarks on the subject.

"An attempt was made during the year to increase the rate of fees in those Primary schools where the levy of fees had already been introduced, and of introducing fees in districts where they had not been previously levied. The result, so far, has been that in the Shahpur district, where fees were not before taken, a sum of Rs. 201 was collected this year, and in the Pesháwar district the sum collected this year was Rs. 158 against Rs 97 in the year before. No attempt to introduce fees has yet been made in the Hazára district. The districts of Rawalpindi, Gujrat and Jhelum all show an increase in the amount of fees this year over former years. It is under consideration, according to a late circular, to exempt Lower Primary schools out in districts from the payment of fees. I think that the line of exemption might with great advantage and at a very small pecuniary loss be drawn at all Vernacular Primary schools, Upper as well as Lower departments. I consider that no obstacle whatever should be placed in the way of Vernacular education up to the Primary standard, and the levying of fees must form an obstacle in this stage of education. All English instruction in any grade, and Vernacular instruction above the Primary grade, I would make dependent on the payment of fees, and on a far heavier scale of fees than is now in force; because I think that those who are anxious for an English education, or for Vernacular education beyond the Primary grade, would pay a great deal more for it than they now do, if they saw they could not get this education without such payment. The above proposed line of exemption from fees would place all cities and important towns under the levy of fees, as the schools in all of them are Anglo-Vernacular ones. In the last published annual Educational Report for the Province, the total amount of fees collected from all Vernacular Primary schools was Rs. 17,374, while the total expenditure on all these schools was Rs. 2,78,323. The finances, therefore, of Vernacular Primary education would not be very much affected by the total abolition of fees in this stage of education."

Necessity for caution in raising the scale of fees.

105. But while it is most important that the almost nominal fees hitherto realised should be persistently raised to the highest point at which it is safe to fix them, it is, I think, no less important that the rise should take place gradually. Too sudden an increase would certainly frighten away a large number of present or intending scholars from our schools; and though experience shows that the numbers would probably recover themselves in the course of two or three years, yet the injury done to the individual boys who had been prevented from going to school would be irremediable. When the schools are localised, the local bodies will have the strongest inducement to fix the fees at such a point as shall yield the maximum income; and if, while a minimum were fixed below which they might not go, they were allowed full liberty to raise fees in all but elementary classes, they would presently find for themselves how far the charges could safely be increased. Meanwhile, at stated intervals, perhaps at each revision of the financial contracts, the minimum could be revised in the light of the experience so gained, and thus unwilling boards would be forced to progress in the desired direction.

Voluntary payment of fees to teachers.

106. In the following passage Mr. Harvey discloses the existence of a very extraordinary state of affairs in the Mooltan Circle :—

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"The next point that attracts attention is the amount of fees collected from boys in schools. The proportion of increase is far less this year than it was last, and is altogether ridiculously small compared to what it should be. I have always given it as my opinion that the lowest classes should be let off scot-free, and I have always been led to this opinion by the fact that, though a tariff had ever been imposed, it had never been realised. When once the pupil has learnt to value elementary education as an incentive to further study, he may be required to pay, with a much greater chance of the requisition being complied with. But there is a feature in the imposition of fees which I must mention. I have often noticed that, when spoken to on the subject of fees, the teachers defend the inability of the boys to pay, but they nevertheless often volunteer to pay up a certain nominal amount themselves if the boys be let off, the excuse being that it makes them unpopular if they insist on the payment of fees. But the fact is that the boys pay their teachers as much if not more than what the departmental rules fix as the rate, not in coin always, but in kind more than anything else, backed up with the stipulation of a reward in coin as a recognition of extra care bestowed if the pupil passes his examination. This is done in most schools, and is, so to speak, in accordance with the recognised customs of the people, though the unfortunate part of it is that the Government claim is ignored. The teachers look upon their pay more as a retaining-fee than anything else, and themselves as contractors who may be called upon at any moment to disgorge what they declare they can never obtain. Cases crop up, now and again, where excessive extortion leads to investigation and detection; but, as a rule, the boys and parents are silent in a matter which their own customs sanction, and into which they are convinced it is derogatory to the Sarkár to enquire, still less to have a share in; and this conviction is, no doubt, enhanced by the incredibly trifling demand made on the small boys; a demand which, if graciously remitted, would tend in a great measure to reconcile parents to the hardship of losing the services of their children. I will not admit that children are forced to attend school, but at the same time I must confess I should like to see not the very slightest obstacle put in the way of elementary education."

107. It may be doubted whether this custom obtains at all generally in the Province, and perhaps whether it is really common throughout even so primitive a tract as is the greater part of the Mooltan Circle. Indeed, it seems impossible to reconcile its existence with the common allegation that any sort of Government help or salary at once deprives the teacher of all spontaneous contributions, a striking instance of the truth of which is given by Mr. Thompson in his account of education in the Jhelum district. "One enterprising teacher," he writes, "set up a venture school in this district. About a year after he commenced, I examined his boys and gave him a reward; and this reward, I was told, compelled him to close his school soon after, as what little assistance in food or coin he got from the villagers, was immediately withdrawn as soon as he touched Government money. The above instance gives force to the statement of indigenous or venture school teachers and others, that the people will not generally (though a few individuals with a name to make or keep up may) give food or coin for education to those teachers who receive anything in salary or annual reward from Government." It is hardly possible that either officer should be mistaken in his facts; and indeed Mr. Harvey is supported by so good an authority as Mr. O'Brien, who, in his reply to a recent circular about girls' schools, writes as follows:—

"In boys' schools it is the practice for parents to pay fees to the teachers when a boy is promoted, and the result is that one often finds boys doing the tasks of a lower class six months after they have been promoted. * * *

"Payment by results with a small fee on girls passing from one class to the next, seems to me the best possible way of remunerating teachers, but to work such a system efficient inspection is absolutely essential. If it is not strictly supervised, it is easy to imagine how false results may be created, and girls moved into classes for which they are not fit. What

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Voluntary payment of fees to teachers.

seems all-important is to avoid the state of things which exists in most boys' schools. It is not generally known that fees are always paid by parents to the teachers, and that they are intercepted by the teachers and not paid to Government. We pay the teachers in boys' schools a small fixed salary, Rs. 6 to Rs. 20 per mensem, and allow him to make what he can from the fees paid by parents, which are only partially regulated by results. In girls' schools, though Government may not get the fees, parents will certainly pay them, and it would be better for Government to get hold of the fees from the first, and devote them to paying teachers strictly by results. The practice of paying fees to school-teachers is thoroughly indigenous. Each boy pays a fee when he enters a Qurán school. He pays a fee as each chapter is completed, and a fee when the whole is completed, besides fees on the Id, and I think other festivals. These fees are in addition to the teacher's daily '*roti*,' which is equivalent to his fixed salary. Similarly, fees are paid in our schools, but we have avoided taking them under a mistaken idea that it would prevent boys from attending schools. The teachers, however, take them, and we be-little the parents for objecting to pay again for their children's education."

108. The matter practically amounts to this, that in the schools in which the custom described prevails, the teachers are really partly remunerated by the parents according to results, and that the fees which the Government should receive, but is so often told that it cannot realise, are paid by the people to the teachers in kind. The pay of the masters in outlying Primary schools is, as a rule, the merest pittance; and though any attempt on their part to demand payment for tuition must of course be sternly repressed, yet I do not know that we need be too strict to inquire into the facts, so long as the parents voluntarily give to him who instructs their children that contribution in kind which the ancient custom of the country would set aside as his right. The teachers know that their success, and indeed the permanency of their employment, depends largely upon the popularity of their schools; and, save in places where education is really valued, and where also the people are more able to defend themselves, they are unlikely to do anything that might tend to endanger that popularity. It is probable that all fees will presently be abolished in the lowest classes of at least village schools; and the people will then know that free education is provided for them if they care to avail themselves of it, and any contributions they may make towards the teacher's subsistence will at least be absolutely voluntary.

Power of promotion from class to class.

109. The Education Commission, in their report, recommend that promotion from class to class should, in Secondary schools, be left wholly to the school authorities; while in Primary schools it should not be made to depend upon the results of a fixed examination uniform throughout the Province. I have circulated definite proposals, based upon these recommendations, for opinion, and will shortly submit the results to Government. The introduction of the system of payment by results will greatly facilitate the change so far as Aided schools are concerned; and in Government Secondary schools our means of supervision are sufficient to guard against an abuse of their discretion on the part of head-masters. In view, however, of facts such as those stated by Mr. O'Brien in the extract quoted in paragraph 107, and of the difficulty of supervising outlying schools, I think it will be advisable to leave, as heretofore, the power of promotion in Primary schools not attached to Secondary schools to the Inspecting officers; though the restrictions which at present fetter their discretion in the matter should be removed. The arrangement suggested in paragraph 93, by which the inspection would always coincide with the end of the school year in each district, would be a useful complement to the new rule.

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General questions.

Future prospects of our school-boys.

110. A number of figures have been, as usual, laid before me, regarding the employment and salaries obtained by boys leaving our schools. But they are absolutely incomplete, only referring to such cases as may happen to fall within the knowledge of the school-master. They disclose, however, some curious facts. Of seven youths who passed the University Entrance examination, one has become a patwári on Rs. 10, another a Railway clerk and a third and fourth teachers on Rs. 15, a fifth a ticket-collector on Rs. 20, while only two have obtained salaries exceeding that amount. If this were really the best that we can do for our matriculated students, the fact should be borne in mind in considering the question of fees. But I do not believe that the cases are representative, for I find that 73 lads who left our District schools without matriculating obtained employment on an average salary of Rs. 17-10-0, while even 106 youths from Vernacular schools obtained an average of Rs. 9.

Physical training.

111. Dr. Stulpnagel thus describes the manner in which the physical advancement of the boys has been attended to in the Lahore Circle :—

"In order to preserve the health of the body and to develop its strength and activity, all the more ordinary conditions of physical education are rigidly observed: the situation of the school, with rare exceptions, is chosen for its openness; the drainage of the place round about is considered; the class-rooms are, as a rule, sufficiently ventilated, though, from the nature of the country, the air during the hot-weather is often vitiated; cleanliness is insisted upon, especially in those boys who can think for themselves; the length of the school-hours is properly regulated, but perhaps not always observed immediately before examinations; in District and Aided schools the classes are supplied with more or less comfortable desks, so as to prevent boys from acquiring a stooping habit, short sight, and an injured chest. Moreover, outdoor exercise is encouraged as much as possible; ordinary Panjábí games, and running and jumping in village schools; and elementary gymnastics and cricket in larger schools. The latter game has become a great favourite in most of the District schools. The week from Monday, the 25th February, to Saturday, the 1st March, was this year devoted at Amritsar to the competition for the Alexander Champion Belt, founded in the name of a late Inspector of the Lahore Circle. Teams belonging to District and Aided schools, and even to an independent school, were sent from Gurdáspur, Hoshiárpur, Ludhiána, Amritsar, Lahore and Gujrat. After a most exciting series of matches the Amritsar District school proved victorious, and its eleven became the proud holders for another year of the Alexander Champion Belt. The enthusiasm evoked by this event among the scholars in Amritsar, both great and small, and among the people generally, was far beyond anything I had ever witnessed of the kind in the Punjab. This interest in cricket at Amritsar is chiefly due to the able Head-master of the District school, who has spared no pains to further the cause of physical education."

Very much of what has been done here is due to Dr. Stulpnagel's own efforts. In Ludhiána, Mr. Wakefield, the Deputy Commissioner, has paid great attention to the matter, and has provided simple gymnastic apparatus in every village school. He obtained a trained instructor and sent him round from school to school to start the boys: while some of those boys who took most actively to the new exercise were appointed teachers of gymnastics. It is perhaps doubtful whether it is worth while to introduce English gymnastics in any but the larger schools. But much might doubtless be done by masters of village schools to encourage the more active of the common boys' games of the country.

CHAPTER V.

SCHOOL EDUCATION—SPECIAL.

Para.

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SECTION A.—TRAINING INSTITUTIONS FOR MASTERS.

Central Training College, Lahore.

112. The figures for the Central Training College are shown in the tables appended to this report under the head of University education, apparently because the institution is called a "College." In the revised tables they will fall into their proper place under the head of "special and technical schools," and it is obviously more convenient to discuss the working of the institution in this chapter than in Chapter III. The College has been throughout the year under the able superintendence of the Principal, Mr. Dick; and I print his report upon the College and the Model school attached to it as Appendix C to this report. The constitution of the College and the course of study followed in it have been fully discussed in the two preceding annual reports (1881-82, pages 85 to 90; 1882-83, pages 44 to 49). Towards the end of the year a Committee was appointed, consisting of the Director, the Principal of the College, and the Principal of the Christian Vernacular Education Society's Aided training institution at Amritsar, to draw up a revised set of rules for Training Colleges and Normal schools. Till then much of the working had been tentative, and the new rules embodied the results of the experience that had thus been gained. At the same time a public examination was provided for, in accordance with the results of which graded certificates will be given to all candidates, whether appearing from the Lahore or Amritsar institutions, from Normal schools, or as private students. The principal change introduced by the rules themselves was the creation of a junior English class, to train teachers for Primary and the lower classes of Secondary schools. Mr. Dick, in paragraph 7 of his report, discusses the question whether the instruction of this class should be confined, so far as subject-matter is concerned, and apart from the principles and practice of teaching, to the English language only. The rule on the subject (rule XXI, 3) would certainly seem to bear this construction. But I agree with Mr. Dick that it is a pity to neglect the opportunity afforded by their presence at the College, of grounding the members of the class more thoroughly in the subjects which they will have to teach. It must not be forgotten that they will not always remain junior teachers, but that some at least of them will certainly rise to the higher appointments in Secondary schools. There is much to be said in the abstract for confining the functions of a Training College to instruction in the principles and practice of actual teaching. But this is only possible when the students or teachers who attend it have already acquired as full a proficiency as can be desired in the subject-matter of their teaching. This is certainly not yet the case in the Punjab. Moreover, subjects are looked at from somewhat

Ch. V, A. 112.

Training institutions for masters.

Central Training College, Lahore.

different points of view by teachers and pupils; and one of the most useful functions of a college such as this, is to give its students a wider and firmer grasp of the principles and broad outlines of a subject, with the details of which they may already be fairly conversant. The number of masters from the sanctioned District school establishment now sent to the college, has, as Mr. Dick points out, gradually dwindled away; though he reverses the order of the reasons: The fact is, I believe, that the number of men who are young enough and sharp enough to profit by the training has almost been exhausted; and the decrease in numbers has set free a considerable portion of the special provision made to meet these cases, to be expended, with the sanction of Government, on other objects connected with the institution.

Working of the College during the year.

113. The College contained, at the end of the sessions of 1884, 58 students, or one more than last year; the new junior English class having compensated for the diminished number of masters sent for training. But the fact that this class was formed very late in the year, has reduced the average number on the rolls from 56 to 46, and the average daily attendance from 48 to 40, and has raised greatly the average cost per student. The total expenditure has increased by 5 per cent., and the cost to Government by 6 per cent. But the expenditure is almost independent of the number of students, and is unduly enhanced by the fact of the Principal being high up in the graded staff of the Department. In the inception of the institution it was important to secure for its management the highest skill and experience at our command. But now that it is fully organised and under way, the services of a less valuable officer than Mr. Dick will suffice, and it is proposed to obtain another trained Principal from England to take the place of that gentleman. During the year Rs. 5,961 were spent on stipends, of which Rs. 2,609 came from Provincial revenues, and Rs. 3,352 from Local Funds. The proposed arrangements for stipends which I shall mention presently will, if sanctioned, somewhat increase the number of students, and thus decrease the average cost. But though it is very necessary to utilise fully the teaching power of the staff for which we pay, it is no less necessary to avoid overstocking the market; for nothing could be more fatal to our hopes of inducing good men to join the College, than a well-founded impression that there was a difficulty in obtaining employment after completing the course. It is most satisfactory, therefore, to find that all the passed men of last year have obtained fairly remunerative appointments. Any difficulty that may arise in the future will be due, not to any surfeit of competent teachers, but to the comparative impossibility of dismissing a man who is not utterly incompetent, merely in order to replace him by one who is better fitted for the duties of his post. Mr. Pearson's remarks on Normal schools quoted below in paragraph 117 show that the difficulty has already been experienced in that quarter.

It is much to be regretted that the annual examination comes too late in the year for the results to be noticed in the report. Thus the examination figures which Mr. Dick discusses are those of 1883. In that year 14 out of 17 candidates passed from the senior class, against 23 out of 26 in 1882—a slightly worse result; while 8 only passed in the first class, against 16 in 1882. No one of the failures was by more than 5 marks, and all passed in the Principles and Practice of teaching. In the Vernacular class all but two passed in the first division; while in 1882 all did so. Thus the examination results are not so good as in the preceding year. But with such small numbers much

depends upon the capacity of the individual students in each year; the standards have not yet had time to become fixed; and in the first year of examination there may perhaps have been a tendency to mark leniently. I find that Colonel Holroyd states that the English class of 1882-83 was distinctly inferior in intellectual calibre to that of 1881-82, and gives reasons for the difference in paragraphs 123, 126 of his last report.

Ch. V, A. 113.

Training institutions for masters.

Working of the College during the year.

Mr. Dick reports very fully upon the Model school attached to the College. This is only now fully organised; and it is gratifying to find that the disinclination to send their boys to it which compelled us at first to reduce the scale of fees, has now completely disappeared.

114. The Christian Vernacular Education Society's Normal school at Amritsar was described in paragraph 305 of last year's report. Since then the new rules alluded to above in paragraph 112 have been framed by a Committee which included the Principal of the school; the examination for certificates has been thrown open to students of the school, and indeed to the public; and Government stipends have been made tenable in the Amritsar school, the curriculum of which will therefore be somewhat modified so as to adapt itself to the new rules and examination. This year (1884) 8 students have been sent up for the senior and 6 for the junior Vernacular certificates. The results are not yet known. I understand that Mr. Rodgers, the Principal, hopes shortly to organise English classes, and thus complete the development of the institution. I have no report on the working of the past year, and therefore can only notice the figures given in General Form 2 and Subsidiary Form 6. The number of students has fallen from 36 to 32; the expenditure has decreased from Rs. 9,097 to Rs. 8,410; and the average cost per student from Rs. 259-15 to Rs. 254-13. In our Normal schools each student costs Rs. 73-14, and in our Training College Rs. 364-9. The Amritsar institution partakes of the nature of both. The Government grant was, as before, Rs. 2,700; the whole of the remaining expenditure being apparently supplied from Mission Funds. So again Rs. 1,978 were expended on stipends, of which Rs. 300 came from Government, and the remainder from Mission Funds. Under these circumstances it is strange that the institution should not be more largely utilised by Aided schools, and that some such system as that by which teachers in Government schools are sent to receive training in Normal schools is not more widely adopted by them. Dr. Stulpnagel writes—

The Amritsar Aided Normal school for male teachers.

"I hope the rules under contemplation, of giving in future grants-in-aid according to the results of examinations, and also as a part salary of certificated teachers, will lead to a more extended employment of the young men who have completed their studies in Mr. Rodgers' school. Managers of Mission schools certainly approve of the principle of appointing certificated teachers to vacancies, but hitherto there has been a want of unity of action between them and the Principal of the Christian Vernacular Education Society's Normal school. I should like, therefore, to see a more perfect machinery substituted in the selection of school-masters by Managers of Mission schools, in place of the present use for Primary schools of what may be called local material. Nothing would tend to further the progress of Mission schools so much as a small monthly expenditure incurred upon the maintenance of a promising junior master, either English or Vernacular, during the time he passes through the ordinary sessions at the Amritsar Normal school. Such a course would, in a few years, raise the level of each individual Aided school, it would elevate its tone, improve the class-work, and turn out even better results than at present."

115. On the subject of the Government Normal schools at Lahore, Delhi and Rawalpindi, I have little to say. The first is under the Principal of the Central Training College, who has

Government Normal schools.

Ch. V. A. 115.

Training institutions for masters.

Government Normal schools.

submitted a very full report. The other two are under the superintendence of the Inspectors of the Circles, who have given them only a brief notice in their reports. I am about to arrange that the Principal of the Training College shall visit the Normal schools at Delhi and Rawalpindi twice or thrice during the year. The control will rest, as at present, with the Inspectors; but the Principal will stay a few days, will watch the method of instruction, point out defects, and exemplify his criticism by practical example. The schools cannot but benefit by his skilled criticism and advice.

I have already alluded to the new set of rules for Training Colleges and Normal schools which were brought into force from the end of 1883. One of the new provisions is that all candidates for admission to a Normal school proper must have passed the Middle school examination; but that preparatory classes may be constituted when necessary for candidates who have not yet fulfilled this condition. The rule applies of course to future admissions; and there are at present under training, both at Delhi and Lahore, a certain small number of students who have not passed the Middle school examination. At Rawalpindi, however, the supply of candidates who are able to fulfil the prescribed condition is altogether defective, and three preparatory classes have been formally organised to which students from the Mooltan division and the two Deras who have not passed the Middle school examination are admitted; and the 42 students of the school include 18 in the first year and 11 in the second year of preparation, leaving only 13 in the Normal school class proper. Some little doubt has been felt as to the object of these preparatory classes; whether they are meant merely to prepare the students for the Middle school examination, and so to enter the Normal school proper, or whether they should at the same time impart some instruction in the art of teaching. Nothing definite has been left on record as to the intention with which they were created, and I had intended to leave the matter for Colonel Holroyd to decide. This, however, will now be impossible. Much depends upon the probability of the students, after spending two years in the preparatory classes, devoting a third year to the Normal school course. Unless it is tolerably certain that they will be able to do this, I think the opportunity should not be lost of developing their teaching powers.

Working of Government Normal schools during the year.

116. The number of students at the three schools has risen from 161 to 174, chiefly owing to the new class at Rawalpindi. At the same time the expenditure has slightly decreased, and the average cost per pupil has fallen from Rs. 77-4 to Rs. 73-14. Provincial revenues bear only one-quarter of the total expenditure, Rs. 11,386 were expended from local rates on stipends at our three Normal schools. At the examination of 1883, the Lahore school passed 48 out of 64 candidates, against 40 out of 68 in 1882; the Delhi school 33 out of 45, against 35 out of 59; and the Rawalpindi school 10 out of 12, against 25 out of 27. The smaller number of candidates sent up is due to the transfer of the senior Vernacular class to the Training College. A Model school is attached to each of the Normal schools. At both Delhi and Lahore difficulty was experienced in filling the classes. At Lahore the school was only organised last year, and no fees were charged. The school has filled in consequence, and half fees are now levied. Next year the full scale will be enforced. The reasons for the unpopularity of the Delhi Model school were stated by Colonel Holroyd in paragraph 297 (page 98) of his last report. An English class has now been added, which the Inspector states has added much to the popularity of the school. If this be so, it may be necessary to retain it. But on general grounds I am opposed to the introduction of English into a practising school for Vernacular teachers.

The addition of an Upper Primary class to the Lahore Model school seems, on the other hand, advantageous; and I should like to see all three Model schools raised to the full level of the Upper Primary (Vernacular) standard. The difficulty is, as usual, want of funds; as the change would necessitate an increase of establishment. At Rawalpindi the Model school is still short of the desired number of pupils, although no fees are taken from the boys.

Ch. V, A, 116.

Training institutions for masters.

Working of Government Normal schools during the year.

117. The Inspectors, in several parts of their reports, speak strongly of the very marked improvement that is gradually taking place in the general standard of our school-masters, in consequence of the constant supply of more or less trained men that is being poured into the Province. Some of their remarks have already been quoted at pages 8 to 25. The real difficulty arises in districts such as Sirsa and parts of the Deraját, where education is so backward that there are few teachers sufficiently advanced to be able to profit by the training of the Normal school. In the west of the Province the preparatory classes at Rawalpindi will, it is to be hoped, meet the difficulty in some degree. It may be found necessary to institute similar classes at Delhi for the sake of the Bágar tract; though there it is found almost impossible to induce natives of the district to attend a Vernacular Middle school at all. In Sirsa special scholarships have been created for this purpose; it has yet to be seen with what success. In these cases we must be patient. I do not mean that we should relax our endeavours. But we must recognise the immense effect that social conditions and modes of life have upon the possibility of educational advancement. Enlightenment must and will spread to even these portions of the Province; we cannot drive it before us; but we can smooth the road for its advance.

Improvement in the standard of our teachers due to our training institutions.

The following interesting extracts from the reports of Mr. Pearson and Dr. Stulpnagel show that, even in the more advanced portions of the Punjab, difficulties are not absent. The tendency of District Inspectors mentioned by Mr. Pearson should be sternly repressed by District officers. It is waste of power to train a bad man so long as a better remains untrained. The difficulty noticed by Dr. Stulpnagel is more hopeless. The village school-master seldom has much to look forward to in the way of promotion. I personally am of opinion that something might be done by public examinations, educational field-days, *fêtes*, and the like, in each district, to promote rivalry and instil something like enthusiasm into the teachers of Primary schools: and some proposals that I have recently submitted to Government in connection with Middle school scholarships are partly based upon this idea. But I may be too sanguine, for I do not speak from experience.

Dr. Stulpnagel writes as follows:—

"The Normal schools in the Punjab have hitherto done a most useful work, and the young men educated in them of late years are of a better stamp. Nothing, however, struck me so much during the two years I have officiated as an Inspector of Schools in this circle, as the sad effect of time upon the mental calibre of most village school teachers. This deterioration is of course easily explained. The teacher employed in the lower classes performs his duties in a drudge-like manner; he comes to school at a certain hour and goes home at a certain hour; he has no literary tastes, and therefore never thinks of improving himself by private study, he frequently does not even possess a copy of the text-books used in his classes; as he grows old, he loses his mental energy; and it is fortunate for him if a former Normal school training at least supplies him with the mechanical facility for carrying on his work."

Ch. V, A, 117.

Training institutions for masters.

Improvement in the standard of our teachers due to our training institutions.

Mr. Pearson writes :—

"Some of the districts are now so well supplied with trained teachers that there is often a difficulty in finding places for the men who pass out. There is an objection to turn adrift untrained men who have practical experience, to make way for others who are technically trained men, but have yet to learn their business in the only way in which it can be learned, by actual practice. Another reason why trained teachers are not always welcomed back in their districts is, that District Inspectors are apt to send men to the Normal school whose work for some reason is unsatisfactory. Such men may possibly make good students, but their want of tact, or industry, or honesty, which was the cause of their temporary banishment, is seldom removed by a year's training. On the whole, the Normal school has been of great service in keeping up a supply of efficient teachers."

New proposals for staff and stipends in Central Training College and Normal schools.

118. During the year proposals were submitted by Colonel Holroyd for an improved and more permanent organisation of the staff of the Central Training College and the Model school attached to it. The scheme involved the transfer of the translating staff, hitherto directly under the superintendence of the Director, to the College, some of the translators being employed partly in translating and preparing text-books, and partly in actual tuition. It also involved by implication the transfer of the superintendence of such Vernacular text-books as are prepared in the Department to the Principal of the College; and this subject I shall return to in discussing the question of text-books. The arrangements have already been carried into practice as far as was possible without extra expenditure. At the same time, the question of stipends at the College and Normal schools was taken up, and a comprehensive scheme submitted, which may, it is hoped, put the matter on a permanent basis, and give local bodies a more direct interest than at present in fully utilising the stipends at their disposal. All such stipends will be tenable in the Aided institution at Amritsar, as well as in Government Normal schools.

SECTION B.—TRAINING INSTITUTIONS FOR MISTRESSES.

Normal schools for native mistresses.

119. It had for a long time been felt that the grant of aid from public revenues to schools which opened their doors to no sort of official inspection was objectionable; and as many of the native female schools of the Province declined to allow the visits of the Inspector, Government decided to obtain the services of a lady for the purpose of visiting and reporting upon such of them as were readily accessible. We were fortunate in inducing Mrs. Steel to undertake this task; and her valuable and suggestive report has already been submitted to and received the orders of Government. There are three Normal schools for native mistresses in the Province—one at Amritsar, one at Lahore, and one at Delhi. They are all classed as Aided, since they are not under official management; but, as a fact, Provincial revenues bear 94 per cent. of the total cost. The total expenditure is returned as Rs. 12,993, or Rs. 109-3 per pupil. But the Delhi figures, which I shall discuss presently, vitiate these results. Scholarships are given to the amount of Rs. 1,018 from Provincial and Rs. 1,700 from Municipal revenues. The average cost, exclusive of scholarships, is shown at Rs. 192-3 at Delhi, Rs. 150 at Amritsar, and Rs. 75-6 at Lahore. But these results are calculated on the number of pupils in attendance, and not on the number under training as teachers. As a fact, the Amritsar school is the only one that deserves in any degree whatever the name of a Normal school; while even there only 13 out of 36 girls

have passed the Lower Primary standard, and only 4 were expected to pass the Upper Primary standard next year. At Lahore the case is still worse. Out of 90 pupils, only 9 had, at the time of Mrs. Steel's visit, passed the Lower Primary and one the Upper Primary standard; since then Dr. Stulpnagel has passed 5 by either standard. The climax is reached at Delhi, where, of 61 girls, not a single one had, at the time of Mrs. Steel's visit, passed even the Lower Primary examination. There are also so-called "normal classes" in connection with the Lady Lawrence Aided schools at Amritsar; but the standard is described by the Inspector as "lower than that at Lahore." It is an abuse of language to call such schools Normal, and a waste of money to pay for them as such. The system of separate Normal schools for native girls has been tried, and has failed; and all that we have are Primary schools, probably of a superior class to the rest, some of the most promising pupils of which occasionally consent to serve as teachers in the immediate neighbourhood of their homes. It is now proposed to recognise this fact, to call these schools Central and not Normal schools, and to organise teachers' classes in connection with them. The whole subject is under consideration, and I need not discuss it further here.

Ch V. B 119.

Training institutions for mistresses.

Normal schools for native mistresses.

120. I turn therefore to statistics. The Delhi returns show a sudden increase of schools from 1 to 3, and of pupils from 11 to 61, accompanied by a decrease in total cost from Rs. 2,691 to Rs. 1,208, and of cost to Provincial revenues from Rs. 1,050 to Rs. 480. The increase is, Mr. Pearson remarks, due to the "inclusion of the whole of the S. P. G. orphanage, in which many of the pupils are infants, though a few of the elder girls will hereafter be employed as teachers for the Mission. The idea of regular training schools for female teachers, for general service, has wisely been abandoned, after many years of unsuccessful effort." The returns show one main school and two branches; the latter are doubtless quite as much Normal schools as the former. The decrease in the grant-in-aid is due to the transfer of a portion of it to other schools under the same Society, mentioned in last year's report. The enormous decrease in total expenditure, accompanied by an increase of 500 per cent. in the number of pupils, I am unable to explain. The grants-in-aid to this Society are now under special report. The Amritsar school has increased its pupils from 32 to 36, and reduced its expenditure from Rs. 4,801 to Rs. 4,693, the whole amount coming from Provincial revenues. In the Lahore school the numbers have gone up from 65 to 90, according to the returns; though Mrs. Steel found only 53 on the rolls in the middle of February 1884. The expenditure, which is wholly from Provincial revenues, shows a nominal increase. On the whole, a sum of Rs. 2,718 was expended on scholarships, of which Rs. 1,018 came from Provincial and Rs. 1,700 from Municipal revenues. The former sum was spent on the Lahore Female Normal school: of the latter, Rs. 500 were spent at Lahore, and Rs. 1,200 at Amritsar.

Working of these schools during the year.

121. There is an Aided school at Delhi for European mistresses which, to quote Mr. Pearson, "is represented by four young ladies who are trained by the S. P. G. Mission for *zanána* teaching." This training is given at a total cost of Rs. 1,341, of which the Mission contributes Rs. 846, and Provincial revenues Rs. 360. An income from fees of Rs. 135 is an inexplicable item in the returns. Last year there were only two pupils, and the cost was Rs. 1,774. Both of them appeared at the European Middle school examination, and both failed. But the return of expenditure

Normal school for European mistresses.

Ch. V, B. 121.

Training institutions for mistresses.

Normal school for European mistresses.

upon Mission schools is always liable to fluctuation, since the money value put upon the services of the Mission staff, and still more the manner in which it is distributed among the numerous schools which they supervise, are necessarily very arbitrary. In one case it was found that the value of the services rendered by a Mission teacher of one school to another school under the same Mission, appeared in the accounts of the former school both as income and as expenditure. The mistake was merely one of book-keeping, and affected nothing but the statistics. But such an error might in some cases affect the amount of grant earned by a school.

SECTION C.—INSTITUTIONS FOR TECHNICAL TRAINING.

The Mayo School of Art, Lahore.

122. Mr. Kipling's interesting and suggestive report upon the School of Art for 1883-84 is printed as Appendix D to this report. The object of the school is two-fold : to train craftsmen in the higher and more artistic branches of their crafts, and especially in the principles of design ; and to exercise a general influence over the artistic industries of the Province, by acting as an æsthetic centre, a school of design, and the source of enlightened criticism and advice. It is difficult to say which of these two aims should be more specially kept in view, and still more difficult to say which must precede the other in order of time. The industries native to the Province could be influenced in no way more effectually, than by turning out each year a large number of skilled artisans whose higher artistic training should enable them at once to command a remunerative market for their labour. On the other hand, till some degree of influence has been exercised upon both producers and consumers—till the one have been brought to appreciate the advantages of the training which the school affords, and the other to demand the higher art which that training renders possible—it is difficult to induce men to study in the school as we would wish them to study, not with a view to permanent employment at the school itself, but in order to acquire a higher technical skill, which they shall return to their workshops to exercise. Moreover, as Mr. Kipling points out, if the school is to exercise any influence upon the art-industries of the Province, wider and more direct than that which can be brought to bear upon them through the pupils who receive training in its classes, it is absolutely necessary to retain a certain number of the first and best pupils to act as hands to the Principal.

123. It is probable that the two aims must be pursued together, and it is certain that we must be content with slow growth, at any rate at first. Art is longer and life shorter in India than in Europe ; and all we can do is to lose no opportunity of extending our influence in either of the two directions which I have indicated. The school is only in its tenth year ; and the Principal's report shows much solid and encouraging progress. It is true that students have so far shown a tendency to look to it for employment rather than for training, and cannot be tempted to attend it without some pecuniary inducement ; but that has been our experience in the first stages of all branches of education, and was most certainly to be expected in a branch so foreign to the ideas of the people as technical instruction. Yet the list given by Mr. Kipling, in paragraph 2 of his report, of men who, having been trained in the school, are now turning the skill thus acquired into money, is encouraging ; and in such a matter

progress, once begun, develops with ever accelerating speed. But it is probable that hitherto, the school has done more good, and has exercised a more powerful influence upon Punjab art by example, assistance and advice, than by actual training of pupils. Mr. Kipling shows in how many instances it has furnished patterns and designs to be used in local industries. Many of these owe their existence to a foreign demand. But much has been done in the way of assisting and encouraging local production for local markets, that cannot be set forth in the pages of a report. And here the value of exhibitions, and especially of Provincial exhibitions, can hardly be over-estimated. Workmen who come to Lahore to exhibit their articles are naturally brought into contact with the school and its Principal, and find in the latter a kindly and skilful adviser, possessed of knowledge and training of an order hitherto unknown to them, yet full of an appreciative recognition of their own powers and methods, and inspired with a desire not to supersede but to improve the latter. Here everything depends upon the personal character of the Principal; and here we are indeed fortunate in having Mr. Kipling at the head of our school. Much has already been done in an unobtrusive manner in this direction; and the opportunities for usefulness are constantly increasing.

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124. One change indeed is possible, which would at once, and very greatly, extend those opportunities, while I believe it would be in consonance with the views of Government. It is, to enlarge somewhat the functions of the Principal of the school, by requiring him to spend some portion of each year in visiting the chief centres of those industries with which art is more particularly concerned, and thus to constitute himself a more competent adviser than under the present system it is possible that he should be, upon the measures best adapted to stimulate the art industries of the Punjab. Such visits would bring him into personal contact with the foremost artificers at each centre of production, would enlarge his power of usefulness not only to Government but also to the workmen themselves, and would enable him to keep touch with the industrial needs and capacities of the Province. Before, however, anything of the sort is possible, it would be necessary to make provision for the effective carrying on of the business of the school proper during Mr. Kipling's absence. At present the whole working hinges upon that gentleman, which, even as things stand, is unsatisfactory. He is occasionally wanted in other Provinces or for other work; he may even ask for furlough; and on every ground it is advisable that an Assistant should be added to the staff, who should be competent to take charge of the school during Mr. Kipling's absence. The operations of the school are rapidly extending, and it is, I think, time that some promising native should be trained for the post. Some difficulty may perhaps be experienced in inducing any one of sufficient standing to attend the school on probation; but, like most other difficulties, it may be overcome.

125. There is one point of cardinal importance if the school is to be confined to its legitimate functions; it is one which is not generally understood by the public, and the insistence upon which demands considerable firmness on the part of the Principal. At the same time, it is a point upon which it is necessary to be absolutely rigid. The school is not a superior sort of workshop, at which the general public may have work done for payment, of a better class than elsewhere. In the course of its ordinary routine much artistic work is produced; the education and practice of its pupils involve construction;

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while the staff of skilled workmen and draughtsmen that is retained for the purposes of instruction, and still more to produce the patterns and designs, such as Mr. Kipling instances in his report, that are demanded for reproduction in local workshops, must occasionally have leisure from these special duties which is very properly not allowed to remain unoccupied. And it is right that articles produced in this manner should be sold at their full market value. But it is essential that, save perhaps in the case of special demands on the part of Government or Government institutions, production should be rigidly confined within the limits indicated above. It should take the form, either of education of students, or of assistance to local industry; and any further development of production for production's sake, and any tendency to employ workmen whose services are not needed for the purposes of the school proper, should be sedulously avoided.

126. Mr. Kipling discusses the advisability of instituting an architectural class, and suggests the possibility of its being connected with the engineering classes of the Oriental College. I am entirely opposed to any portion of the time of the Principal being devoted to instruction in mere mechanical or geometrical drawing. Mr. Kipling can be more profitably employed than in teaching lads how to use a scale and drawing-pen. But a class for instruction in the principles of architectural design (which would of course involve the use of drawing instruments) would be a most legitimate development of the functions of the school; and the knowledge thus acquired would greatly enhance the value of its possessors as employés in the Department of Public Works. I do not know exactly what is taught in the Oriental College engineering classes, or how far the combination that Mr. Kipling suggests is possible; but I think the idea is a good one if practicable, and I shall not lose sight of it.

127. The number of students on the rolls is 62, and has increased by 15 per cent. during the year, and by 48 per cent. within the two past years. Of these, all learn drawing, 4 moulding, 2 wood-engraving, 6 lithography, 8 gesso-work, and 10 decoration. Thus 32 learn drawing only, which doubtless includes designing. I do not quite understand how lithography is a proper subject of instruction in a school of art, unless it means the production of pictures or designs for the lithographic stone. The expenditure (Rs. 14,476) has increased by 15 per cent., and is wholly from Provincial revenues, while the average cost per student has fallen from Rs. 257-2 to Rs. 249-9, or by 3 per cent. To this must be added a sum of Rs. 1,541, or Rs. 25 per student, spent in scholarships, of which 11 per cent was contributed from Municipal Funds. A most promising feature of the progress recently made by the school, is the fact that three districts and two Native States have made small allowances to youths selected and sent to be trained at Lahore. This is a direction in which much development may be hoped for, and is a most promising means of extending the usefulness of the institution. It seems to me that the form in which the accounts of the school are presented is unsatisfactory. The expenditure is set forth in full. But there is also an income, which must be considerable, from the sale of art products, which is nowhere shown; and it is therefore impossible to ascertain the net cost of the school to Government. I shall take steps to supply this defect in future.

Industrial schools.

128. I am very doubtful how far Industrial schools are intended to be under the control of the Department, and whether we are supposed to do more than tabulate their statistics. At present the

practice is for the Inspectors to visit them; but I am informed that no real inspection or testing of management or results is attempted. There are at present five such schools in the Province—one Aided school for women at Delhi, two Government schools for males at Hoshiárpur and Kasúr, the Aided school of the Agri-Horticultural Society at Lahore, and an Industrial school maintained by the Delhi Municipal Committee. This last is not included in our returns, as it is not supposed to be under the Department. It is, however, supported, in part at least, from public revenues.

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Institutions for technical training.

Industrial schools.

129. The Delhi women's school receives a grant-in-aid of Rs. 180, besides scholarships to the amount of Rs. 120 from Provincial revenues, and of Rs. 140 from "other sources." Mr. Pearson describes it as "hardly a school in any sense, as it consists of a class of women who get their living by making lace and embroidery. They are superintended by ladies of the S. P. G. Mission, who read good books to them while they sit at work. With the help of the grant-in-aid, the school is self-supporting, or nearly so." The number of women has fallen during the year from 24 to 19.

130. Much the same might be said of the Industrial school at Hoshiárpur, which was described and discussed at length at pages 105 to 107 of the last annual report. It is in no sense a school, but only a workshop. Its object is to develop the carpet industry (the pupils are wrongly shown in the returns as learning needle-work); but no trained carpet-weavers have yet left the school to practise this industry on their own account. Dr. Stulpnagel writes—"When I last visited the Hoshiárpur Industrial school, it contained 25 boys employed in carpet-weaving. The patterns were received from Lahore. The Superintendent was a man who had learnt the mysteries of his handicraft at the Lahore Jail,* and the work turned out was very fair. The wools were dyed by a contractor in the city. Owing to some cause the boys are not instructed in reading and writing. The Municipality which supports this school should not, I think, overlook this important point; otherwise the Industrial school becomes nothing but a workshop." The number of boys is 31, or one less than last year. The expenditure is returned as Rs. 360, from "other sources." Rs. 863 are also shown as expended on scholarships under the same heading. But as a fact the profit on manufactured articles more than covers this expenditure, and the institution is self-supporting. Judging from the description given in last year's report, it is in no sense a school, industrial or otherwise, but a manufactory backed by public funds as capital.

131. The Kasúr school has 36 pupils, of whom 7 learn needle-work (*sic*), 20 carpet-weaving, 5 carpentry, and 1 saddlery. The Inspector reports that lacquer-work, cotton-weaving, turning, pottery and tailoring are also taught. This is a large list of trades for 36 boys, and more concentration would seem advisable. The cost is Rs. 1,099, of which District Funds contribute 35 per cent., and Municipal Funds the remainder. The income from sales is not shown; but a report lately furnished to Government by the Deputy Commissioner of Lahore, shows that during the last eight years the net cost of the school has been Rs. 2,936, or Rs. 367 a year—by no means an extravagant amount. I cannot say whether workmen are really trained here and sent out to gain their living, or whether the institution is a mere workshop, like that at Hoshiárpur.

* *Quære:* in what capacity?—*D. P. I.*

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Institutions for technical training.

Industrial schools.

132. The Lahore Agri-Horticultural Society maintains a class for teaching the garden staff sufficient English to read and write flower-labels. I visited the school some little time ago, and found that the teacher had of his own accord added some boys to the class, and that some rudimentary instruction was also given in Urdú and Arithmetic. The returns show 12 pupils; the cost being Rs. 240, of which Government contributes half. The school has now become a Government institution since the garden was taken over.

133. The Municipal Industrial school at Delhi is thus described by Mr. Pearson :—

"There is an Industrial school for boys maintained by the Municipal Committee. It is not included in the returns, having no connection with the Education Department. It is under better management at the present time than it was a year ago; and if the principle is sound, there is perhaps not more waste of money and energy than is to be expected in a public institution of this kind. But the city of Delhi is a hive of art and industry; and any one who will take the trouble may see hundreds of men and boys employed at home, at their own cost, more profitably than the dozen or two of pensioners who are maintained at the cost of the Municipality."

Chap. VI. — Female education (natives).

PRIMARY EDUCATION (VERNACULAR) OF NATIVE GIRLS—COMPARATIVE ABSTRACT.

No.	District	Year	Number of Institutions	Number of scholars on rolls on 31st March: In Upper Division	In Lower Division	Total	Expenditure: Provincial Revenues	Local Funds	Fees	Total	Annual cost of educating each pupil: Total cost	Cost to Government
							Rs.	Rs.	Rs.	Rs.	Rs. A.	Rs. A.
1	Delhi ...	1883-84	16	8	736	744	3,840	629	108	20,799	29 10	5 7
		1882-83	12	5	755	760	3 480	732	84	17,239	22 12	4 10
2	Gurgaon ...	1883-84	3	...	121	121	600	235	...	2.205	17 1	4 10
		1882-83	4	...	139	139	300	365	...	1,265	9 0	2 2
3	Karnál ...	1883-84	1	...	80	80	336	...	...	1,056	16 12	5 5
		1882-83	1	...	60	60	336	...	...	1,056	19 9	6 4
4	Hissar ...	1883-84	...	...	...	...	...	...	...	...	...	...
		1882-83	...	...	...	...	...	...	...	...	...	...
5	Rohtak ..	1883-84	1	...	23	23	...	136	...	136	5 15	...
		1882-83	1	...	24	24	...	123	...	123	5 9	...
6	Sirsa ...	1883-84	...	...	...	...	...	8	...	8	0 7	...
		1882-83	1	...	22	22	...	115	...	115	6 1	...
7	Umballa ...	1883-84	2	1	34	35	...	171	..	171	4 8	...
		1882-83	2	1	32	33	...	171	...	171	5 3	...
8	Ludhiána ..	1883-84	17	9	368	377	...	2,620	...	2,620	7 0	...
		1882-83	17	8	350	358	...	2,027	...	2,027	6 2	...
9	Simla ...	1883-84	2	...	25	25	120	...	...	421	20 1	5 11
		1882-83	2	...	14	14	120	...	...	402	20 2	6 0
10	Jullundur ...	1883-84	40	85	1,127	1,212	654	4,751	..	5,991	5 2	0 9
		1882-83	45	97	1,186	1,283	777	4,989	...	6,476	4 14	0 9
11	Hoshiárpur ...	1883-84	1	...	53	53	168	72	...	360	6 3	2 14
		1882-83	1	...	72	72	168	72	...	360	5 10	2 10
12	Kángra ...	1883-84	5	5	158	163	289	276	...	809	4 10	1 11
		1882-83	6	...	193	193	291	299	...	802	4 3	1 8
13	Amritsar ...	1883-84	58	16	1,706	1,722	5,144	2,523	...	12,089	7 1	3 0
		1882-83	58	17	1,614	1,631	5,158	2,516	...	11,574	7 5	3 4
14	Gurdáspur ...	1883-84	2	...	45	45	...	236	...	236	5 2	...
		1882-83	3	..	69	69	...	292	...	292	4 11	...
15	Siálkot ...	1883-84	38	6	874	880	1,145	3,537	...	4,682	5 6	1 5
		1882-83	33	14	744	758	1,121	2,813	...	3,934	5 2	1 7
16	Lahore ...	1883-84	43	...	1,044	1,044	2,411	890	...	11,672	11 9	2 6
		1882-83	35	...	956	956	2,754	834	...	11,185	12 7	3 1
17	Gujránwála ...	1883-84	19	13	613	626	780	643	8	4.057	6 15	1 15
		1882-83	18	13	538	551	780	584	9	3,864	7 9	1 8
18	Ferozepore ..	1883-84	5	16	134	150	261	520	...	1,245	8 5	1 12
		1882-83	5	15	123	138	269	343	...	1,043	8 8	2 3
19	Rawalpindi ...	1883-84	31	...	1,082	1,082	1,347	1,740	...	6,864	5 14	1 4
		1882-83	30	...	1,072	1,072	1,160	1,491	...	4,773	4 7	1 1
20	Jhelum ...	1883-84	13	...	470	470	737	511	...	1,248	2 12	1 10
		1882-83	12	...	471	471	760	517	...	1,277	2 13	1 11
21	Gujrat ...	1883-84	...	...	...	...	...	...	...	...	...	...
		1882-83	...	...	...	...	...	...	...	...	...	...
22	Shahpur ...	1883-84	2	...	95	95	...	282	...	282	4 15	...
		1882-83	1	6	7	13	...	218	...	218	16 12	...
23	Peshâwar ...	1883-84	2	4	122	126	...	660	...	2,419	20 5	5 9
		1882-83	2	10	97	107	...	660	2	2,889	27 12	6 6
24	Hazára ...	1883-84	...	...	...	...	...	...	...	...	...	...
		1882-83	...	...	...	...	...	...	...	...	...	...
25	Kohát ...	1883-84	...	...	...	...	...	...	...	...	...	...
		1882-83	...	...	..	...	...	...	...	...	...	...
26	Mooltan ...	1883-84	4	...	70	70	300	150	...	869	7 6	2 9
		1882-83	6	...	54	54	300	180	...	1,263	5 14	1 6
27	Jhang ...	1883-84	7	...	229	229	...	667	...	667	2 13	...
		1882-83	8	...	258	258	..	691	...	691	2 11	...
28	Montgomery ...	1883-84	2	...	50	50	...	120	...	120	2 8	...
		1882-83	2	...	46	46	...	120	...	120	2 11	...
29	Muzaffargarh ...	1883-84	...	...	...	...	...	...	...	...	...	...
		1882-83	...	...	...	...	...	...	...	...	...	...
30	Dera Ismail Khan ...	1883-84	1	...	101	101	...	197	...	296	4 1	...
		1882-83	...	...	...	...	...	...	..	...	...	...
31	Dera Ghází Khan ...	1883-84	...	...	...	...	...	...	...	...	...	...
		1882-83	...	...	...	...	...	...	...	...	...	...
32	Bannu ...	1883-84	...	...	...	...	...	...	...	...	...	...
		1882-83	...	...	...	...	...	...	...	...	...	...
	TOTAL ...	1883-84	315	163	9,360	9,523	18,792	20,914	116	80,813	8 9	2 0
		1882-83	305	186	8,896	9,082	18,434	19,492	95	73,159	8 1	2 0

CHAPTER VI.

FEMALE EDUCATION (NATIVES).

	Para.		Para.
Native girls' schools in the Punjab ...	134	Female education in the Umballa Circle	139
The "Paisa" system of indiscriminate payments ..	135	Ditto Lahore Circle ...	140
General statistics of native female education ...	136	Ditto Rawalpindi Circle	141
		Ditto Mooltan Circle ...	142

Native girls' schools in the Punjab.

134. The table on the opposite page gives comparative statistics of Primary Vernacular schools for native girls for 1882-83 and 1883-84. The Secondary and Anglo-Vernacular schools may be counted on the fingers, and their statistics will be noticed presently. Subsidiary Forms Nos. 3 and 5 give more detailed figures for the year under report. I have already described, in paragraph 119, the circumstances which led to the inspection this year of a considerable number of our girls' schools by Mrs. Steel. Her valuable reports have been already submitted to Government, and the suggestions made in them have been referred for opinion to those most interested in female education. The results of Mrs. Steel's visitation confirmed and emphasized the conclusions that had already been arrived at regarding female education in the Punjab. In the schools superintended by ladies connected with Missionary Societies much good is done by the wholesome influence thus brought to bear upon the girls; and in some of these, and in some of the best of the schools supported from public funds, a certain amount of instruction of an elementary nature is imparted. But, speaking generally, our girls' schools are, from an instructional point of view, and with regard to the great majority of the pupils, absolutely ineffective. The system of paying girls to attend, combined with the fact that they are often allowed to stay for years in the same class, has turned too many of our schools either into alms-houses for the female dependants of the teachers and gentlemen interested in them, or into places where girls are merely kept out of mischief during the day, or a combination of the two. The whole question is now under consideration. The system of indiscriminate payment is to be abolished, some sort of progress is to be insisted upon from each girl as a condition of staying at school, a system of rewards is to be devised which it is hoped may stimulate both teachers and pupils, the standards are to undergo the simplification which they so urgently need, and nothing above the Primary standard is to be aimed at. Such is an outline of the changes which will probably be introduced into Government and recommended in Aided schools. But little can really be done till an improvement is effected in the class of teachers now employed in female schools. I have touched upon the matter in paragraph 119; but the proposals that have been circulated for opinion are at present so tentative that I do not refer to them in any detail. I shall do no more than briefly notice the statistics of native female education for the present year, and append the remarks of the Inspectors of the several circles.

The "Paisa" system of indiscriminate payments.

135. Mr. Pearson expresses in the passage quoted below his views upon female education, taking the city of Delhi as his text. He tells me that where money is not given directly by the managers to the children, the teachers very commonly pay them for attendance, as their livelihood depends upon the continuance of the school. There can be no doubt that female education is at present largely dependent upon artificial stimulus for its existence.

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Female education (natives).

The "Paisa" system of indiscriminate payments.

What we have to do is, not so much to withdraw that stimulus—for the time has not yet come when that can be done safely—as to give it a wholesome form. No more unwholesome form can well be conceived than those indiscriminate payments to girls as an inducement to sit idle in a school-room, which have hitherto been only too common in our female schools. The system is a pernicious one, and must be stopped. The wider question of what inducements of a more healthy nature should be substituted, has already been briefly alluded to.

"Female education in the city of Delhi is almost entirely in the hands of the missionaries. The S. P. G. and Baptist missions have well conducted Christian orphanages or boarding-schools. Both Missions have also schools for young girls. The standard is low, and even when the children make good progress in reading and writing, they are seldom able to pass in arithmetic. It might be better to prescribe infant school standards. While the children are presented for the Upper and Lower Primary examinations it is difficult to give them full credit for what they really accomplish. The habits of the people of Delhi are very much opposed to the assembling of little girls in a school; and zanána visiting, although more appreciated by them, necessarily involves a great waste of power. Probably no great good will be done until the more enlightened natives take up female education in earnest on their own account. A burning question among lady missionaries is whether pice should, or should not, be given for attendance. When it is certain that the children will not come to school without a material inducement of some sort, and it is nevertheless determined to bring them to school, the payment of pice seems to be the simplest and most straightforward way. Sometimes when it is claimed that no pice are given, it will be found on enquiry that the teachers are paid more than the market value of their services, or that prizes are given on a very liberal scale. In native society there are often old helpless people who are dependent upon the charity of their more prosperous neighbours. Such persons can generally collect children if the school provides them with a livelihood. In short, the payment of pice is merely one of several ways of supplying an artificial demand for a girls' school, and cannot be regarded as the only test of genuineness."

General statistics of native female education.

136. Middle departments are at present attached to the Alexandra Aided girls' school at Amritsar, the Aided Christian girls' school at Lahore, and the Aided girls' school at Jullundur. The last two have been created during the year under report; the first two are Anglo-Vernacular. The total number of pupils is 11, and the expenditure Rs. 970, of which Rs. 350 come from Provincial revenues. It is a question whether it is ordinarily advisable to aid Middle departments of native girls' schools, now that it has been decided not to aim higher than the Upper Primary standard. Teachers' classes in which the most promising girls should receive further instruction in the subjects of that standard might in most cases usefully take their place.

137. There are, as last year, three Anglo-Vernacular Primary schools for girls—at Ludhiána, Amritsar and Lahore, all Aided—which together number 178 pupils. The number of pupils in the Upper division has increased by 111 per cent., and on the whole by 6 per cent. Of the whole number 20 per cent. are in the Upper division, and 89 per cent. learn English—in my opinion a terrible waste of time and money. The total expenditure has increased by one and a half per cent.; and that from Provincial revenues, which constitutes 15·3 per cent. of the whole, by 11·4 per cent. Fees are shown as meeting no less than 23·8 of the whole expenditure—a most satisfactory result, if there is no mistake in the returns. The average cost per girl is Rs. 79-11, against Rs. 8-9 in Vernacular schools of the same class. I should be strongly tempted to refuse aid to schools in which English was taught to native girls, save under very exceptional circumstances.

138. Details for Primary Vernacular schools are shown on page 88, and in Subsidiary Form No. 5. The number of schools

has risen on the whole from 305 to 315, though in six districts it has decreased. I would rather see existing schools improved than new schools started. The number of scholars has increased by 4·9 per cent.; but the percentage of the whole who have passed the Lower Primary standard has fallen from 2·1 to 1·7 per cent., while the actual numbers in the Upper division have decreased by 12·4 per cent. The total expenditure has increased by 11 per cent., or more than double the increase in the number of scholars, and the cost to Provincial revenues by a little over 2 per cent. These latter bear 23·3, Local Funds 11·7, and Municipal Funds 14·2 per cent. of the whole, the remaining half being chiefly provided from the funds of Aided schools. In addition to the cost shown above, Rs. 3,976 were expended in scholarships, of which 38·4 per cent. came from Provincial, and 57·4 from public revenues. The total fee-income is Rs. 116.

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Female education (natives).

General statistics of native female education.

Out of the total number of 9,701 girls on the rolls, 226 were presented for examination and 61 passed by the Lower Primary, and 64 were presented and 31 passed by the Upper Primary standard.

139. Mr. Pearson, who also touches upon the state of female education in each district in his circle in the extracts given at pages 8 to 14, writes thus:—

Female education in the Umballa Circle.

"The English school for native girls is the Christian girls' school at Ludhiána. This school, which is admirably managed by Miss West, had 61 names on the rolls on the 31st March. Most of the girls are boarders. The excellence of the school consists in the general arrangements, rather than in the standard of education. The scheme of study is perhaps too diffuse; especially as the girls are employed half their time in needle-work and other industrial pursuits. The Vernacular Primary schools for girls consist of 26 Government schools and 16 Aided schools, or 2 more than last year. The *zanána* classes at Delhi, Karnál and Rewári, visited by the ladies of the S. P. G. Mission, are counted in the tabular statement as one school for each place.

"The average number on the rolls of all these schools amounted to 1,368, almost exactly the same number as last year. The examination results are as poor as possible. In Government schools 2 girls passed the Upper Primary school examination, and 8 the Lower Primary examination; and in Aided schools 5 passed the Upper and 4 the Lower examination. There were, however, 20 candidates for the Upper and 62 for the Lower examination, most of whom could pass a creditable examination in reading and writing. The standard in arithmetic is beyond the capacities of both teachers and scholars. It would be more satisfactory if the schools were organised as infant schools, which, in fact, they are. At present the small proportion of passes gives an erroneous impression of failure. The condition of hardly any of the Government schools is sound.

"The largest number of schools is in the Ludhiána district. They are expensive, and have the appearance of being maintained rather for the benefit of the teachers than of the scholars. The great personal care which is bestowed by the Missionaries upon their female schools gives some results. In the Christian boarding-schools, or orphanages, of the two Missions at Delhi, very good work is done, though the dulness of the orphans is quite phenomenal. Their day-schools are chiefly attended by mere infants, who seldom stay long enough to learn more than the rudiments. But the recent examinations indicate some progress, and with an amended standard it is likely that a fair figure of merit may be reached in future years."

140. Dr. Stulpnagel reports as follows:—

Female education in the Lahore Circle.

"The progress of female education in this circle is not satisfactory. Last year I had an opportunity of expressing myself on the causes which prevent girls' schools from multiplying, and the instruction from improving; and I have had no reason for modifying my opinion since then. Female education is unpopular. The few children that are collected in schools are, as a rule, not taught efficiently; their attendance is irregular; they are generally withdrawn at a very early age—in fact, mostly after they have just passed the most

Ch VI. 140.

Female education (natives).

Female education in the Lahore Circle.

elementary stage of their school life. These circumstances make it almost hopeless to expect anything. It is therefore a great pleasure to come across here and there a girls' school where the pupils look clean and cheery, can write a decent hand, read without many mistakes, work an example in arithmetic, and show that their little fingers can be usefully employed in plain and ornamental needle-work. Although good female schools are quite the exception, still they do exist, and, taken collectively, the girls do acquire a little knowledge of reading and writing, while the people get accustomed to the idea of female education, although at first they may not see the necessity of it, or even take up a hostile attitude. The greatest drag on the improvement of girls' schools has been the teacher. Generally speaking, a woman cannot be had for such a post; the selection in consequence falls upon a man. He must be respected by the people; he is of course advanced in age and of good repute; he cannot but receive a very small pay to teach a very small number of little girls. Accordingly we get a man of the type ordinarily seen in the indigenous village-schools, ignorant of everything except a little reading and writing, totally devoid of the power of class management, pursuing a method in his teaching which must result in failure, and, moreover, frequently as listless in his work as he is discontented with his slender income. Thus it is that girls are too frequently found in the first class learning their letters, simple and compound, who apparently are getting on, but in reality have been a year or two over a task which under average tuition they ought to have mastered in as many months. The remedy to be applied, in the first place, to this state of things is the employment of better teachers, especially women who have passed the Upper or Lower Primary examination; and, to attract them, I think good pay should be offered. It should be remembered that there is really no supply of female teachers anywhere, and it cannot be created without a high price.

"The number of Government Vernacular schools is the same as last year, but that of Aided Vernacular schools has increased by 7. The two best of the latter description are the Christian girls' school at Lahore and the Alexandra school at Amritsar. The principle of instruction may be faulty, but the pupils receive a good education, their character is properly moulded, good habits are formed, tidiness and order are inculcated and become a second nature, and a high moral tone is observable throughout. The Government schools are chiefly in the Jullundur and Siálkot districts, and owe their existence and progress to the fostering care of the Deputy Commissioners.

"I was in hopes that the new standards of Primary examinations for female schools recommended by the Punjab University to His Honour the Lieutenant-Governor would have been sanctioned and brought into operation at the commencement of last camping season. It is proposed to lower and otherwise modify the existing standards, and, by making certain subjects like Geography optional, to render female education more practical, and bring it more within the mental scope of the present teachers. Had the schools been examined by the new standard, a different and certainly a more favourable result would have been obtained. But the ordinary standard has, as usual, been applied, though perhaps not quite so strictly as in boys' schools as regards Geography, Arithmetic and Persian. 47 candidates appeared from 14 schools for the Upper Primary examination, of whom 27 passed; and 176 for the Lower Primary, of whom 57 were successful. The Aided Vernacular schools, which collectively instruct 3,145 girls, confine their attention to the lowest class, the returns showing only 20 girls in the Upper Primary department. They are, as before, chiefly in Amritsar, Lahore and Gujránwála—all under the superintendence of European ladies. The Amritsar Municipal Aided schools are managed by the Sikhshá Sabha of that place. They are 36 in number—12 for Muhammadans and 24 for Hindús; with a total of 1,063 on the rolls, more than three-fourths of whom never rise beyond the very first elements. The Lady Lawrence girls' schools at Amritsar were at the last inspection 16 in number with 498 under instruction. All these schools are working under the Church of England Zanána Mission Society, and, being vigorously managed by the Lady Superintendent, they are likewise doing useful work."

Female education in the Rawalpindi Circle.

141. Mr. Thompson describes the state of female education in his circle in the passage quoted below, while more detailed information regarding separate districts will be found in the extracts given at pages 17 to 21. I fear his strictures upon the Bábá Khem Singh schools are only too well founded. The matter will be dealt with when the results of the reference already described

in paragraph 134 have been formulated. As for *zanána* visiting, its good effect is doubtless great; but it seems to me, as I have already pointed out elsewhere, that *zanána* classes are a more hopeful agency so far as actual education is concerned.

Ch. VI. 141.

Female education (natives).

Female education in the Rawalpindi Circle.

"The total expenditure from Government funds on native female schools in this circle was Rs. 5,000 for this year. All these schools, 48 in number, are set down as Aided schools, with the exception of the two that are in the Shahpur district. The Aided schools, however, form two distinct classes, *viz.*, the 9 schools belonging to the Mission Societies at Jhelum, Rawalpindi and Pesháwar, and the 37 female schools under the management of Bábá Khem Singh. These latter schools, which are distributed through the Rawalpindi and Jhelum districts, are maintained at a cost of about Rs. 3,500 from Government funds, while the amount spent from these funds on the Mission schools, in which is to be included a good deal of work carried on in *zanánas*, was about Rs. 1,500.

"During the year under review I inspected all the Mission schools except one in Rawalpindi and one in Pesháwar. Mrs. Perkins, the wife of the Commissioner and Superintendent, very kindly inspected the former of these two; and Mrs. Waterfield, the wife of the Commissioner and Superintendent of the Pesháwar division, very kindly undertook the inspection of the latter.

"The letters from these two ladies on the state of the two schools they took the trouble to visit, and my own impressions of the schools I saw, may be summed up very briefly as follows, *viz.*, the standard of instruction in reading, writing and arithmetic is on the whole low, and almost all the children are very young; but there was a great deal of bright intelligence shown in singing hymns and repeating the catechism, and in answering questions on what had been taught in Bible lessons. Needle-work of some kind or other is also taught in all these schools. Besides the regular schools for children which the ladies of the several Missions visit and superintend every day, they also employ themselves in visiting private houses where they either give instruction to the female inmates, or read the Bible or other books for their edification.

"I inspected those of the female schools under Bábá Khem Singh's management, which came in my way during my winter tour. Most of the schools that I saw were in the cities of Rawalpindi and Jhelum, and it may be presumed from their situation that they were the best of all these schools. The state of instruction is so very low that it was only very rarely that I could find a pupil who could be said to come up at all closely to the Lower Primary standard in ordinary reading and writing in either the Gurmukhí character or in Urdú, while no geography is learnt, and the introduction of arithmetic is merely being attempted in the learning to write the figures and to repeat the multiplication-table. On these schools, as has been already mentioned, the sum of Rs. 300 a month is spent, and has been spent for some years.

"I beg to state that I don't think these schools, or schools like them anywhere in the Province, serve in the slightest degree towards the working out of the problem of native female education. Female children are taught the alphabet or to stumble over even a few words, which is called reading, in these schools, and then they vanish from our sight. Female education, before it can be commenced, must be preceded by the more difficult operation of getting at the females in their own homes. This preliminary operation is one of the chief tasks undertaken by the European and American ladies connected with the different Mission Societies; and I consider that the more encouragement is given to them in this part of their work, which is called *zanána* work, the more will be done for real female education.

"I consider that every entry made into a native house by one of the Mission ladies is a greater stride in female education than the establishment of every female school, and it is accordingly a matter of wonder to me that more assistance is not given to these ladies, wherever they can be found to undertake this duty. The great importance to be attached to Mission female schools does not lie in the small smattering of reading and writing taught to the children during the short time that they attend school, but in the introduction which the Mission ladies obtain into the homes of the children who come to these schools; and it would be far more profitable, as far as native female education is concerned, to spend funds on the encouragement of Mission schools as stepping-stones to a social union between European and Indian females, than on such schools as Bedi Khem Singh's, which really lead to nothing beyond the learning of the alphabet."

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Female education (natives).

Female education in the Mooltan Circle.

142. Mr. Harvey writes as follows :—

"There are 14 female schools in the circle, containing a total of 477 girls. Last year there were 2 more schools, and the total attendance was less, 358 girls. This looks encouraging, and I am inclined to think improvement, though very slight, has taken place in these schools. Two are in the Jhang district, and 4 in the towns of Maghiána and Jhang, one having been closed since last year; two in the Montgomery district, and one in the Dera Ismail Khan. These are all open to inspection, and are so-called Government schools, and contain 359 girls, showing an increase since last year of 55 pupils in spite of one school having been closed. The other four schools are Aided institutions, and are not open to Government inspection. They contain 118 pupils. The cost of these schools was altogether Rs. 1,952, that is, less by Rs. 122 than last year, as two Aided and one Government schools have been closed since then. The Government schools cost Rs. 1,083, while the 4 Aided institutions take Rs. 869 of the total expenditure. Little more remains to be said of the female schools, except that they are almost worthless. Very little improvement, if any, is apparent."

EUROPEAN AND EURASIAN EDUCATION—COMPARATIVE ABSTRACT.

No.	DISTRICT	Year	SECONDARY SCHOOLS: Number of Institutions	Number of scholars on rolls on 31st March: In High schools	In Middle schools	Total	Expenditure: Provincial Revenues (Rs.)	Local Funds (Rs.)	Fees (Rs.)	Total (Rs.)	Annual cost of educating each pupil: Total cost (Rs. A.)	Cost to Government (Rs. A.)	PRIMARY SCHOOLS: Number of Institutions	Number of scholars on rolls on 31st March: In Upper Division	In Lower Division	Total	Expenditure: Provincial Revenues (Rs.)	Local Funds (Rs.)	Fees (Rs.)	Total (Rs.)	Annual cost of educating each pupil: Total cost (Rs. A.)	Cost to Government (Rs. A.)	Total number of scholars
										BOYS.													
1	Simla ...	1883-84	2	11	26	37	5,100	...	4,234	11,534	235 6	104 1	2	33	20	53	2,220	300	5,331	10,051	150 0	33 2	90
		1882-83	2	22	26	48	5,100	...	6,858	14,158	329 4	118 10	2	27	30	57	2,395	300	2,424	7,778	127 8	39 4	105
2	Lahore ...	1883-84	2	9	23	32	2,100	360	2,516	5,089	164 2	67 12	2	21	138	159	4,500	...	2,889	7,742	55 11	32 6	191
		1882-83	2	8	7	15	2,100	360	992	4,292	286 3	140 0	2	28	111	139	3,100	...	2,072	6,593	58 14	27 11	154
3	Rawalpindi ...	1883-84	4	18	19	37	3,736		1,710	11,081	299 8	101 0	3	34	75	109	10,724	...	2,078	17,463	143 2	87 14	146
		1882-83	2	2	11	13	3,228	...	...	3,228	248 5	248 5	1	26	51	77	8,555	...	...	8,555	111 2	111 2	90
	Total ...	1883-84	8	38	68	106	10,936	360	8,460	27,704	236 12	93 7	7	88	233	321	17,444	300	10,208	35,256	107 8	53 3	427
		1882-83	6	32	44	76	10,428	360	7,850	21,679	305 5	146 14	5	81	192	273	14,050	300	4,496	22,926	91 11	56 3	349
										GIRLS.													
1	Delhi ..	1883-84	...	...	...	...	...	...	...	...	...	...	1	...	23	23	741	..	379	1,719	66 2	28 8	23
		1882-83	...	...	...	...	...	...	...	...	...	...	1	..	54	54	360	...	913	1,194	21 5	6 7	54
2	Umballa ...	1883-84	...	...	...	...	...	...	...	...	...	...	1	...	23	23	1,050	...	284	1,334	88 15	70 0	23
		1882-83	...	...	...	...	...	...	...	...	...	...	.	...	...	...	...	...	...	...	...	...	...
3	Simla ...	1883-84	1	...	3	3	900	...	1,990	2,890	321 2	100 0	4	44	150	194	8,470	300	11,578	24,568	106 13	36 15	197
		1882-83	2	1	10	11	900	...	1,921	2,821	352 10	112 8	4	40	161	201	8,095	300	11,233	27,236	116 6	34 9	212
4	Amritsar ...	1883-84	...	...	...	...	...	...	...	...	..	...	1	...	11	11	200	200	97	511	42 9	16 10	11
		1882-83		.	...	...	...	...	...	...	...	...		...	...	...	...	...	...	...	...	...	...
5	Gurdaspur ...	1883-84	..	..	...	...	...	...	..	...	...	.		...	...	...	840	...	342	1,652	275 5	140 0	...
		1882-83		..	...		...	...	...	...	...	.		...	...	...	...	...	...	...	...	...	...
6	Lahore ...	1883-84	1	..	2	2	1,200	...	317	1,716	572 0	400 0	4	37	122	159	8,640	...	5,483	16,644	121 8	63 1	161
		1882-83	...	...	...	...	...	...	...	...	...	...	3	37	93	130	4,840	...	3,706	11,389	87 10	37 4	130
7	Gujranwala ...	1883-84		..	...	...	...	...	...	...	...	...	1	...	14	14	478	360	47	984	61 8	29 14	14
		1882-83	.	..	...	...	...	...	...	...	...	...	1	...	18	18	480	840	...	960	68 9	34 5	18
8	Rawalpindi ...	1883-84	1	.	4	4	600	...	480	3,600	514 5	85 11	5	74	135	209	11,260	...	3,300	23,548	111 1	53 2	213
		1882-83	2	.	10	10	270	...	300	1,610	178 14	30 0	3	45	86	131	9,508	...	460	14,078	99 2	66 15	141
9	Mooltan ...	1883-84	...	...	...	...	...	...	...	...	...	...	1	4	20	24	480	...	132	1,146	45 13	19 3	24
		1882-83	.	.	...	...	...	...	...	...	...	.	1	...	19	19	440	...	208	1,041	52 1	22 0	19
	Total ...	1883-84	3	8	9	9	2,700	...	2,787	8,206	431 14	142 2	18	159	498	657	32,159	860	21,742	72,106	106 3	47 6	666
		1882-83	4	1	20	21	1,170	..	2,221	4,431	260 11	68 13	13	122	431	553	23,728	640	15,921	55,898	93 15	39 14	574

CHAPTER VII.

EDUCATION OF SPECIAL CLASSES.

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SECTION A.—EUROPEANS AND EURASIANS.

European education in the Punjab.

143. The table on the opposite page gives statistics for the European and Eurasian schools of the Province, excluding, however, the Lawrence Military Asylum at Sanáwar, which, though in a sense more immediately under the Director than any other school not actually maintained by the Punjab Government, has hitherto furnished no returns for inclusion in our tables. Next year this omission will be rectified. Further details will be found in the Subsidiary Forms. During the year 1882-83 action was taken upon the Resolution of the Government of India that followed upon the submission of Archdeacon Baly's report upon European education in the Bengal Presidency ; and the results of that action are described in some detail at pages 22 to 26 of the last annual report, while some collected figures are given in a convenient form at page 23. I shall therefore do little more in the present report than briefly note the main statistics and quote the Inspector's remarks. During the year the falling-off in the numbers at the Bishop Cotton and Auckland House schools at Simla attracted attention, and the matter is under the consideration of the respective Boards of Visitors. The Lahore Boys' High school has continued to develop, and the change of management has proved a most conspicuous success. Mr. Cole left the Lawrence Asylum at Sanáwar at the end of the year, and has been succeeded in the Principalship by the Rev. Mr. Hildesley, whose proposals for gradually effecting the much-needed changes in the management of this institution are now under the consideration of the Government of India. The sanitary condition of the Roman Catholic orphanage at Murree, which had been most unfavourably reported on, has improved ; and additional assistance has been offered upon certain conditions to the institution. On the whole, the European and Eurasian population of the Punjab may be said to be well provided for in the matter of schools. Some difficulty is experienced from the sickliness that prevails among European children in the plains during the hot weather, and from the fact that many of them go up to the hills in that season. This affects the attendance at the smaller schools, and it was found necessary to close the Amritsar station school for the summer months. On the other hand, the girls' school at Dalhousie was closed at the end of the summer of 1883, and has not since been reopened. The draft code for regulating Government aid to European schools, which was prepared by the Bengal Committee, has been very carefully considered with reference to the Punjab ; and will probably be introduced with considerable modifications during the current year.

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Europeans and Eurasians.

Schools for European boys.

144. During the year the St. Thomas' College at Murree has been brought on the list of Aided schools, and a boys' school has been started at Rawalpindi, thus increasing the number of Primary schools from 5 to 7. Of these, 4 have both Middle and High departments; the total number of Secondary schools being therefore misleadingly returned as 8. The increase of 2 is due to the St. Thomas' College being included for the first time: it was established in 1882, and received a grant in 1883. The total number of pupils has increased by 22·4 per cent.: those in the Lower Primary division by 21·4, in the Upper Primary by 8·6, in the Middle school by 54·5, and in the High school by 18·8 per cent. The present distribution of the total numbers is 54·6 per cent. in the Lower Primary, 20·6 in the Upper Primary, 15·9 in the Middle, and 8·9 in the High school. In the Bishop Cotton school at Simla the falling-off has been very great; in all other schools there has been a marked advance. The expenditure has increased by 41 per cent.—that on Primary education by 54 per cent., and that on Secondary education by 27·6 per cent. The increase in this last item is wholly due to the inclusion of the cost of St. Thomas' College, there having been a decrease in other cases. In Primary departments some two-thirds of the increase is due to the same cause, though the decrease in the number of scholars in Simla has been accompanied by an increase in expenditure of 13 per cent. The average cost of Primary instruction has risen from Rs. 91-11 to Rs. 107-8, while that of Secondary has fallen from Rs. 305-5 to Rs. 236-12. The expenditure from Provincial revenues, which only constitutes 45 per cent. of the whole, has only increased by 16 per cent., or much less than the increase in the number of pupils; while the average cost to the State has largely decreased both for Primary and Secondary schools. Fees yield 29·8 per cent. of the total expenditure, and have increased by 52 per cent. during the year, or more rapidly than the expenditure, though the increase in the case of Primary schools has been small. It would be more convenient if our tables showed separate statistics for each European school. The number is so small that this could be done without inconvenience; while the circumstances of the several schools vary so enormously that the combined statistics lose much of their significance.

Out of 22 boys in the High department of the Simla Bishop Cotton school, 14 went up and 7 passed for the Calcutta Entrance examination of 1883. Out of 8 boys, the Lahore High school sent up 2, both of whom passed. The St. Thomas' College at Murree sent up 4 candidates for the Entrance examination, 2 for the Calcutta and 2 for the Punjab University, but all failed. To the European Middle school examination three Aided schools sent up 21 candidates, of whom 10 passed; while from the Lawrence Asylum at Sanáwar, 11 out of 13 passed. Of 88 boys in the Upper Primary department, 57 were sent up for examination and 49 passed. Of 233 boys in the Lower Primary department, 68 were sent up and 54 passed. A brief notice of the Lawrence Military Asylum at Sanáwar is printed as Appendix E to this report. The Asylum has been fully reported upon to Government during the year.

Schools for European girls.

145. Some of the smaller of the schools shown in our tables as girls' schools admit little boys as well as girls; and in the present form of our returns there is no means of separating them. The number, however, is exceedingly small. During the year a new school was started at Umballa, another was opened at Dalhousie for the hot weather, and a third at Amritsar for the cold weather. The last two are now closed. A grant has been made to the High school for girls at Lahore (which, however, has as yet no

High class), and to the St. Dennys' school at Murree, while a new station school has been started at Rawalpindi. The High department of the Auckland House school at Simla, and the Middle department of the St. Michael's orphanage at Murree, have ceased to exist. The number of scholars in all departments has increased by 19, in the Lower Primary department by 16, and in the Upper Primary by 30 per cent. In the Middle school the numbers have fallen from 20 to 9, and there is now no girl in the High department. The present distribution of the total numbers gives 74·8 in the Lower Primary and 23·9 in the Upper Primary department. The expenditure has increased by 29 per cent. in Primary and by 85 per cent. in Secondary departments, and by 33 per cent. on the whole, or very much faster than the number of pupils. But the increase is largely due to the inclusion of fresh schools, some of which are newly started, and are necessarily more expensive in proportion to the number of pupils than they will be when in full train. The average cost has risen accordingly. The contribution from Provincial revenues has increased by 40 per cent., and constitutes 44·6 per cent. of the total cost in Primary and 32·9 per cent. in Secondary departments. The proportion which the income from fees bears to the total cost has fallen from 50 to 34 per cent. in the Secondary department, and risen from 28·5 to 30·2 per cent. in the Primary department. Thus the pecuniary results of the year are unsatisfactory. But time must be allowed for the new schools to show the best results they are capable of. Here again separate figures for separate schools should be given in our tables.

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Europeans and Eurasians.

Schools for European girls.

The Auckland House school at Simla sent up 8 girls for the European Middle school examination, of whom one only passed. The failures were chiefly in arithmetic, the standard in which is admittedly too high, and in French, which will not in future be a compulsory subject. One girl passed as a private student. Of 159 girls in the Upper Primary departments, 18 went up for and 16 passed, and out of 498 girls in the Lower division, 89 went up for and 69 passed the examination.

146. I quote the following extracts from the reports of the Inspectors. The system by which European and Native education have hitherto been discussed together, renders the extracts somewhat discontinuous and incomplete. Mr. Pearson writes of the Umballa Circle—

European education in the Umballa Circle.

"Schools attended by European children will be noticed in the body of the report, but a few words may be said here on the general question. The resolution of the Government of India, No. 8, dated 8th October 1881, in which it was ruled that a school should be provided in every station where there might be at least 12 children of a school-going age, was duly considered in this circle. The result of enquiries was communicated to the Director in a report, No. 317, dated 17th November 1882. The stations in which it was supposed that schools for European children might be required, were Simla, Umballa, Delhi and Ludhiána.*

"At Simla it was found impossible to estimate the number of children not at school because of the fluctuating character of the population. Ample provision, however, had already been made for all possible requirements, and the existing schools had room for any additional scholars who might be induced to attend.

"The question of an attendance committee was considered by desire of the Government, but it was the opinion of the managers of the various schools that the present system of separate and independent committees was preferable, and that without compulsory powers nothing remained to be done.

* The latest report of European and Eurasian children not at school is as follows:—

Delhi	6
Rewári	24
Sirsa	8
Umballa	6
Ludhiána	12

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Europeans and Eurasians.

European education in the Umballa Circle.

"At Ludhiána the number of European children is seldom as many as twelve, and some of these are occasionally sent to school elsewhere, or attend one of the Mission schools. From time to time a school of some sort is opened. Miss West, the Manager of the Christian girls' school, had a school for European children which for a time was well attended, but afterwards dwindled away to nothing. She is ready to commence work again whenever parents will send their children, and the Deputy Commissioner is prepared to provide an omnibus to take them to school, and recommend a grant-in-aid to enable her to employ an assistant. Subsequently, 12 children belonging to people employed upon the railroad were reported to be living at Rewári, but the number soon diminished again. Hereafter it may be necessary to have a school at Sirsa, which will be the head-quarters of the employés of the Rewári-Ferozepore State Railway. But Europeans employed on the railways have special facilities for educating their children away from home, and are, besides, so frequently transferred, that they can seldom be regarded as permanent residents. The only places in the circle at which it seemed necessary to make fresh provision for European children were Umballa and Delhi. The children for whom education was required at Umballa were all in the cantonment. The number varies greatly at different times of the year, as a large proportion go to the hills in the hot weather. The Chaplain furnished a list of 24 families and some 50 children who were without regular instruction in the cold weather. It was estimated that during the hot season 20 children might be induced to attend, paying each a fee of Rs. 2 per mensem, and that in the cold season a better class of school, attended by 20 children paying each Rs. 15 per mensem, might also be maintained. A committee of management was formed, and an excellent school-house was provided without cost, a building used as a garrison, prayer-room and Good Templar's meeting-house. Under these circumstances a grant-in-aid of Rs. 150 was sanctioned a year ago, and a competent school-mistress was appointed. The second high-class school was never started. The school for children of the poorer sort was opened during last hot weather, and was carried on with some success during the cold season. But, in the opinion of the Chaplains of Umballa and Delhi, unless the Committees have compulsory powers, there will always be a large proportion of absentees among the children of a school-going age, who ought to be found at school. At Delhi there was already a school for European children maintained by the S. P. G. Mission. It was hoped that, by the appointment of an attendance committee, and with additional teaching power, most of the children who had hitherto made no use of this school might be attracted to it, especially as carriage was provided to bring them to school. Accordingly an increased grant of Rs. 50 per mensem, in addition to Rs. 30 previously drawn by the Mission on this account, was sanctioned. The result has so far been disappointing, that it is doubtful whether the numbers in attendance have increased in any degree. But there are only six or seven children absent from school, some of whom are taught at home, and others are required for domestic service. It is too soon to form an unfavourable opinion of the attempt which has recently been made to reach the entire class of European children of a school-going age, though the new grants at Umballa and Delhi have not produced much result. The fact is, that some kind of provision already existed for nearly all who desired education for their children, and the residuum cared less for it than the Government on their behalf.

"According to the artificial classification of schools in the returns, the Middle department of the Auckland House school is returned as a Secondary school for girls. There were 3 girls only on the rolls at the end of the year, but the average number was 9. There were 8 candidates for the Middle school examination of European schools held in September 1883, of whom only one passed. The failures were nearly all in arithmetic, and there were a few in French also. The French of an English girls' school is usually the French of Stratford atte Bon, and it is satisfactory that only one girl failed in English. A good deal of time is given to accomplishments, which are more in request than solid acquirements in an Anglo-Indian home. But the general state of the school is satisfactory, as will be shown below in describing the annual inspection of the Primary department. . . . . .

"There are four schools for European and Eurasian girls at Simla, one at Umballa, and one at Delhi. The schools at Simla are—the Auckland House, the Roman Catholic orphanage, the Mayo Industrial School, and Christ Church school. Auckland House is the only school with a Secondary department. The records, show a decrease in the numbers since 1879, and a greater falling-off in 1883 than in former years. But the committee

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have reduced the fees, and there is already a fair prospect of an improvement in consequence. The Officiating Inspector was well satisfied with the results of his examination in September 1883. The Roman Catholic orphanage is connected with a boarding-school, which at the time of Mr. Lewis' inspection had 61 on the rolls, including 16 girls who belong to the orphanage, but attend the classes of the boarding-school. The scheme of study in the boarding-school is rather too ambitious, and few subjects were well done. The Inspector recommended that the school should be rearranged to some extent, so that girls might be presented for the Middle and Primary school examinations. The state of the orphanage was, on the whole, satisfactory. The Mayo Industrial School is perhaps the most flourishing of all these schools. Much credit is due to Miss Donaldson, the head-mistress. The Christ Church school on the girls' side is a Lower Primary school, but of 6 girls in the Upper division of the 3rd class, all but 2 had already passed the Lower Primary examination. Any girls who get beyond this standard are usually transferred to Auckland House school. The children had not been taught to read properly, but their appearance and behaviour were good, and the state of the school was considered by the Inspector to be fairly satisfactory. There is a considerable increase in the expenditure upon the station school at Delhi, which rose from Rs. 1,194 to Rs. 1,719, due to an increased grant-in-aid. The decrease in numbers from 56 to 26 is apparent only. There has been no improvement in the attendance, but the Mission orphanage, which until the present year was connected with the station school, has been shown separately. An attendance committee was formed when the increased grant was given, and efforts have been made to collect all children of European parentage; but a few will always remain, who for one reason or another cannot be brought to school. The European school at Umballa was established during the year. The grant-in-aid is liberal, and the committee have done their best for the school. The number of scholars in attendance improved until the end of the cold weather, and, though the school has failed to attract all the children who might benefit by it, the results are considered encouraging by the Managers. The number on the rolls at the end of the year was 23."

European education in the Lahore Circle.

147. Dr. Stulpnagel reports as follows:—

"There are now 6 Aided Primary female schools for Europeans in the circle—the St. James's school, the Convent school, the Railway school, the Primary department of the High school, all at Lahore, and the station schools at Amritsar and Gujránwála. The two latter, as well as the Lahore Railway school, are mixed schools, as they also admit boys of a tender age. The Amritsar school has been opened since the beginning of the last cold season; and it remains to be seen whether the European and Eurasian population who are unable to afford a governess for their girls, or to send them to England, will make use of a school which is in an efficient state and easily accessible. A Government grant-in-aid was given to a girls' school at Dalhousie in the beginning of the year 1883-84; but it had to be withdrawn, as the school showed no signs of thriving."

European education in the Rawalpindi Circle.

148. Mr. Thompson thus discusses European education in his circle:—

"During the year under review the St. Thomas' College at Murree, which has a High school attached to it, commenced to receive a grant from Government. The aggregate number of European boys receiving Secondary instruction in this and the Lawrence Asylum institution at Murree is 37, showing an increase of 24 over the last year. The total expenditure was Rs. 11,081, or Rs. 7,853 more than before; and the collection in fees was Rs. 1,710, all of which sum was received in the St. Thomas' College. At the Middle school examination in September 1882, only one boy passed out of 8 candidates from the Lawrence Asylum; and in September 1883, 3 passed out of 4 candidates from the same institution. The St. Thomas' College has not yet sent up any candidates for the Middle school examination. Last year there were two European female Middle schools, and these were both attached to the Roman Catholic convents at Murree, and contained 10 girls. This year there is only one Middle school with 4 girls in it.

"The 3 Primary schools for European boys are—one at Rawalpindi, and two at Murree, these latter belonging to the Lawrence Asylum and St. Thomas' College, and the last named was brought on the rolls of Aided institutions this year. The number of students under instruction in all these schools is 109, or an increase of 32 for the year. The expenditure on

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these schools has increased from Rs. 8,555 to Rs. 17,463, and the total cost per boy from Rs. 111 to Rs. 143.

"The sum of Rs. 2,078 was collected in fees from the European school in Rawalpindi and the St. Thomas' College at Murree. No fees are set down for the Lawrence Asylum.

"For the Upper Primary examination this year there were 16 passes out of 18 candidates; last year there were 9 passes and 9 candidates. At the Lower Primary examination the passes were 18 and the number of candidates 29, against 13 and 20 for the last year.

"The 5 Primary schools for European girls are—at Rawalpindi one, Murree Roman Catholic convent two, the Murree Lawrence Asylum one, and the St. Dennys' girls' school, also at Murree. All these schools contain 209 girls, or 78 more than there were last year. The first and last mentioned schools are brought on the rolls for the first time this year, and the expenditure has consequently risen to Rs. 23,548, or an increase of Rs. 9,470 over the previous expenditure; and the total cost of each pupil from Rs. 99 to Rs. 111.

"The results of the Upper and Lower Primary examinations for the year were the following: *viz.*, for the Upper Primary examination 9 candidates and 5 passes, against 13 candidates and 13 passes for the last year. For the Lower Primary examination this year there were 31 candidates and 24 passes, against 24 and 19 respectively for the same examination of the previous year."

European education in the Mooltan Circle.

149. Mr. Harvey has the following remarks:—

"There is a school for Europeans and Eurasians at Mooltan, commonly called the Railway school. It contained, at my last visit, only 18 small children, among whom were a few Pársís. This school may be included in the catalogue of female schools, as it has a female teacher, Miss Hayes.

"The tuition is of the most elementary description, and progress is hard to trace, as the same children are in the same classes that they have always been in whenever I have visited the school. It receives a grant of Rs. 40 a month from Government."

SECTION B.—MUHAMMADANS.

Proportion of Muhammadans under instruction.

150. The following figures show in a convenient form the degree to which our schools and colleges are made use of by Hindús, Sikhs and Muhammadans respectively:—

Kind of institution	Hindús	Sikhs	Muhammadans
BOYS			
Arts Colleges	112	22	18
Medical School	87	17	45
School of Art	15	13	30
Industrial Schools	2	1	73
Training Colleges and Schools	119	27	109
Secondary Schools	4,583	738	2,217
Primary Schools	55,495	9,088	40,971
Total at Government and Aided Schools ...	60,413	9,906	43,463
Total male population	3,883,915	639,460	5,639,845
Ditto ditto per scholar ...	64·3	64·6	129·8
Males between 5 and 15 years of age	981,349	152,533	1,524,237
Ditto ditto per scholar ...	16·3	15·4	35·1
Scholars at Indigenous Schools (1882-83)	25,576	6,616	103,133
Total scholars at schools of all sorts ...	85,989	16,522	146,596
Total males per scholar	45·1	38·7	38·3
Males between 5 and 15 years old per scholar ...	11·4	9·24	10·4
GIRLS			
Industrial Schools	...	..	19
Training "	90	26	49
Secondary "	...	...	3
Primary "	3,417	1,778	3,906
Total at Government and Aided schools ...	3,507	1,804	3,977
Total female population	3,246,613	481,544	4,885,305
Ditto ditto per scholar ...	925	266	1,228
Females between 5 and 15 years of age*	778,376	105,446	1,226,424
Ditto ditto per scholar ...	221	58	308

* These figures are very untrustworthy.

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The broad results are, that while some one and a half per cent. of the total male population and six per cent. of the males of school-going age attend schools on our model among Hindús and Sikhs, the corresponding proportions for Musalmáns are only about half as large. But if indigenous schools be added, the three religions stand nearly on an equality, some 10 per cent. of boys of a school-going age receiving instruction of some sort or other, while the Sikhs stand first, and the Hindús last. The much larger proportion of Musalmáns attending technical schools is very marked, while the much smaller proportion which takes advantage of the higher education in Secondary schools is still more remarkable. Of the total number of scholars, 919 in 1,000 are in the Primary department among Hindús, 918 among Sikhs, and 943 among Musalmáns. This neglect of the higher education on the part of Musalmáns seems, however, to be on the wane. Mr. Pearson notes that the percentage of Musalmán scholars in the Secondary schools of his circle was 20 in 1881-82, 22 in 1882-83, and 24 in 1883-84. As the total number of scholars in these schools increased by 41 per cent. within the same interval, the advance is remarkable. Mr. Pearson also writes that the Muhammadan prejudice against English education is fast dying out. So too, this year we have a Muhammadan B. A., and Mr. Sime writes that two very promising students of the same religion will appear at the next examination for that degree. In the matter of female education the Sikhs are far and away in advance of the Hindús, while the Musalmáns are a long way behind either.

Causes of Muhammadan backwardness.

151. Some little time ago the question of Muhammadan education was specially considered by the Punjab Government; and it was decided that in this Province there was no need for special measures. The extracts given below from Mr. Thompson's report on the Rawalpindi Circle, which includes the most bigotedly Muhammadan portion of the Punjab, from Dr. Stulpnagel's report on the Lahore Circle, and from Mr. Pearson's report on the Umballa Circle, are interesting in this connection; and I entirely agree with the general conclusion of these gentlemen, that the special backwardness in educational matters that has been found to exist among Musalmáns in other parts of India is not so prominently marked in the Punjab. It is true that, while out of a population of seven million Hindús we have sixty-four thousand, or nine per mille, at our schools, only forty-seven thousand five hundred, or four and a half per mille of our ten and a half million Muhammadans, are under instruction other than indigenous. But of the former 14·7 and 13·3 per cent., and of the latter only 0·6 and 7·5 per cent., belong to the mercantile and priestly classes respectively, taking the latter in its widest sense. So among the latter 57, and among the former only 34 per cent. are agriculturists. The Muhammadans are less frequent at school, not because they are Muhammadans, but very largely because they are cultivators and do not follow those professions in which the pen is a necessity. This, however, is not the only reason of the difference. The Sikhs are far more purely agricultural than even the Muhammadans, 70 per cent. of them belonging to land-owning and cultivating castes. Yet the Sikhs are somewhat in advance of even the Hindús in educational matters. The Sikhs, however, hold the most fertile and prosperous portions of the Province; taken as a class they flourish more mightily than either Hindús or Muhammadans. They are concentrated round the great centres of Lahore and Amritsar, and are most numerous in several of those districts in which the desire for education is strongest. On the other hand, it so happens that the wild and still half-barbarous tribes of our frontier, and the semi-nomad inhabitants of our great western

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prairies, are Muhammadans almost to a man; and it is because they are half-barbarous or semi-nomad, and not because they follow the Prophet, that the desire for education is weak among them. No doubt religious prejudice has some part in the matter; but it is probably growing weaker day by day, as they learn that a man may have been taught at a Government school and yet be a good Muslim. And if we succeed in inducing the Qurán schools to add some elementary instruction in reading, writing and cyphering to their course, we may find that very prejudice a most powerful instrument in spreading the rudiments of education among the Muhammadan masses.

Muhammadan education in the Umballa Circle.

152. "In reply to an enquiry set on foot by the Government of India in 1871, it was reported by the Punjab Government that the Muhammadans as a class did avail themselves of the educational advantages offered to them by the Government; and that in the Punjab generally, putting aside the frontier districts, which from exceptional circumstances showed little desire for education, the Muhammadans in no degree stood aloof from active co-operation with the educational system. It appeared, however, that the number of Muhammadans was small in the Upper zillah schools, and conspicuously so in the colleges. The proportion of Muhammadans in the Punjab at that time was taken as 53 per cent. of the population.

"In Government village schools the percentage of Muhammadan scholars was 38; in Higher Vernacular schools 30 per cent; in Middle English schools the proportion varied from 29 to 24 per cent. In Government English schools of the higher class it was 20 per cent. In the Government Normal schools there were 121 Musalmáns to 42 Hindús, while there were 960 Muhammadan teachers to 576 Hindú teachers in Government schools in the Punjab. The annexed statement for the Umballa Circle, extracted from the Census Report and the Educational returns for 1883-84, shows that the Muhammadans attend school in proportion to their numbers, except in the towns, where they constitute the majority of the lower working classes. The real question, however, is one which cannot now be illustrated by statistics, *viz.*, what proportion of school-going Muhammadans keeps aloof from the departmental schools? This will be explained below.

Statement showing statistics of Muhammadans in connection with education in the Umballa Circle, by Divisions.

Divisions	Percentage of Musalmáns to total population	Percentage of Musalmáns to total population in towns	Percentage of Musalmáns to total population in villages	Percentage of Musalmáns in English Secondary schools	Percentage of Musalmáns in Middle Vernacular schools	Percentage of Musalmáns in English Primary schools	Percentage of Musalmáns in Vernacular Primary schools
Delhi ...	26	50	23	24	24	27	24
Hissar ...	22	25	20	17	20	18	21
Umballa ...	30	50	28	37	28	33	26

"The percentage of Musalmáns in English schools is given here in order to show roughly the proportion attending school in towns, while the percentage in Vernacular schools may be referred to the villages, and country-towns which have the character of villages. In English Secondary schools, all the scholars learn English; but it must be remembered that the Lower departments of English Primary schools are purely Vernacular, and in the case of two-thirds of the scholars never lead up to English education at all. The Musalmáns who learn English are not distinguished from those who learn Vernacular only in English Primary schools.

"In the Punjab the statistics of Muhammadan education are not so simple as they may appear to be at first sight, because, in most cases, the explanation is really to be sought in the occupation or other worldly circumstances of the scholar's parents, and not in their religion. In all Muham-

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madan countries there is a prejudice in favour of some form of the character in which the Qurán is written, and against any languages and studies which are not recognised by Muhammadan Governments. This prejudice, though rapidly dying out in India, still prevents some respectable Muhammadan families from accepting the advantages of an English education, and is, to some extent, the reason why Muhammadan officials are still comparatively rare in appointments in which a knowledge of English is required. On the other hand, in the Punjab the prominence of Urdú and Persian in the scheme of studies is distinctly favourable to the Muhammadans, though even before the annexation the majority of scholars in the Persian maktabs, and of writers in the Persian offices, were Hindús. The Muhammadans themselves, it should be observed, attribute the backwardness of their people to benefit by education, partly to the loss of time incurred through the practice of reading the Qurán from beginning to end before going to a secular school, but more especially to their poverty and unthrifty habits. The poverty and unthrifty habits of the Muhammadans would seem to be a legacy from ancestors who perhaps had little need of steady industry when the rulers of the country were men of their own faith. There is little reason to apply to education the view stated in paragraph 202 of the Punjab Census Report, of 'the effect of Islám upon the character of its followers' with respect to agriculture. I am hardly prepared to admit that 'when we move through a tract inhabited by Hindús and Musalmáns belonging to the same tribe, descended from the same ancestor, and living under the same conditions, we find that, as we pass each village, each field, each house, we can tell the religion of its owner by the greater idleness, poverty and pretension which mark the Musalmán.'

"But in the matter of education, while there are great and obvious differences coincident with differences of race or hereditary occupation, where these are not conspicuous, religion seems to be of comparatively little importance. Among schoolmasters, for instance, who, whether Hindú or Musalmán, belong for the most part by inheritance to a literary class, if we leave out of consideration the Mullas and Pandits, we shall find that industry and intelligence are equally shared between the two religions; nor are Hindú Játs and Rájputs more ready to accept education than Musalmán agriculturists of the same tribes.

"Among the facts which may serve to explain the presence or absence of Musalmáns in our schools, are the following:—

"The proportion of Musalmáns is very large in the towns, where they comprise chiefly the artisans and petty tradesmen.*

"These classes are rarely represented in due proportion in the departmental schools, whatever may be their religion. The better sort of Muhammadans attend school as readily as Hindús in the same position, except that there is a prejudice, of no great strength and rapidly dying out, against English education in its higher branches.

"The Hill Tracts and the Hissar division, where the population is more markedly Hindú than elsewhere in the circle, are most backward in respect of education.

"School-teachers are Muhammadans in a smaller proportion than was formerly the case. The Mulla of the Persian maktab has been gradually displaced by an industrious Banyá or Kaiath who acquires subjects of general knowledge more readily. In the Delhi Normal school there were at the end of the year under review 36 Hindús and Sikhs to 21 Musalmáns. The latter were chiefly Sheikhs.

"The mere recitation of the Qurán cannot be regarded as education. Apart from the Qurán schools, and the Madrasas in which apprentices are trained for priestly functions, there is very little indigenous education among Muhammadans. In the large towns, however, there are Persian schools which are often merely preparatory to the English schools of the Department."

Muhammadan education in the Lahore Circle.

153. "There are altogether 19,626 Musalmáns under instruction either in Government or Aided schools under the cognizance of the Inspector, against 26,699 Hindús, out of a total of 54,195. In the 10 District schools there are 6,467 scholars, of whom 1,999 are Muhammadans and 3,799 Hindús, the rest being Sikhs and others. As regards the whole of the Province, it appears from the Education Commission Report that the percentage is nearly 35—by far the largest proportion reading in village schools, and the

* I doubt whether very many Muhammadans are petty tradesmen; and least of all in the Umballa Circle.—*D. P. I.*

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smallest in the Government College. It is likewise stated that in the districts east of the river Jhelum the number of Musalmáns under instruction is almost in exact proportion to the total Musalmán population, while in many of the districts of the Delhi, Hissar, Umballa and Amritsar divisions the percentage in schools of all classes is considerably above the ratio which the Muhammadans bear to the total population. Evidence has also shown that no religious prejudice exists among the more enlightened classes against the education afforded either in Government or Mission schools, and that no change is needed in the course of studies pursued in our schools. My own opinion is that the Muhammadans, as a class, are not subject to any special disabilities, and that no extraordinary measures are required by which Government might aid them in schools; special encouragement should be left to private effort. The fact that the proportion of Muhammadans is largest in elementary and lowest in High schools and colleges, is, in my opinion, capable of a natural solution. In Primary schools I have found Muhammadan boys quite as bright and forward as Hindús; but their mental capabilities for Secondary education are not on a level with the middle class Hindús, who, by exercising their brains for generations, are outstripping the Muhammadans in any race where mere intellect is required. In other words, the Musalmán youth in our schools, considered collectively with regard to mental calibre and force of application, is paying the penalty for the want of intellectual effort on the part of his forefathers. And for this state of things there is no artificial remedy.

"There are necessarily many minor causes which contribute, to some extent, towards their inability to avail themselves more largely of Secondary education; but, on the other hand, there are instances where Muhammadan boys are conspicuous in a school for their quick intelligence and physical development. My experience with regard to Muhammadans is that, by combined unity of action, they are, as a body, well able to pursue their own advantage, and that prejudice and pride, which acted as a check to their progress, are fast giving way. Poverty alone remains. One of the most bigoted places in this circle is Jullundur, and yet the Government High school, with its Aided Middle and Primary departments, contains 155 Muhammadan boys against 205 Hindús. The desire especially of English education is evident everywhere: it has passed the experimental stage; and if general encouragement is necessary, it is because there are many poor boys, both Muhammadans and Hindús, the pick of the schools, who deserve assistance without any regard to their creed, so as to allow their best mental and moral qualities to develop. Whether these are developed in the most desirable direction in our schools and colleges, is a question which does not enter here."

Muhammadan education in the Rawalpindi Circle.

154. "Of the 17,859 boys in the Vernacular Primary schools in the Rawalpindi Circle 10,400 are Muhammadans. In the Pesháwar district, out of 1,539 boys in school in the Primary grade, no less than 1,229 are Muhammadans; and in the Hazára district 869 boys are of this creed out of an attendance of 1,228. In the Primary schools of the Rawalpindi district there are almost 3,000 Muhammadans out of an attendance of 5,300.

"In the Pesháwar, Rawalpindi and Hazára districts there are a good many schools attended either entirely or almost entirely by Muhammadans. With the above figures and statements before us, it is very hard to see why the idea should be entertained that the Muhammadans keep aloof from Government school education on account of religious prejudices. In the Rawalpindi district, which is more advanced than Pesháwar or Hazára, the Vernacular Primary schools are overflowing with students, the average in each school being over 90 students; and there is always a cry going on for more teachers for the work in hand in the present schools, and also for the establishment of new schools. I notice the above three districts particularly, because they are essentially Muhammadan districts, and, when all the circumstances and conditions of these Muhammadans are well considered, I think it is rather a matter for wonder that so many of them attend school. They have not the yearning after office-work that the Hindús have. They are chiefly agriculturists in the proper sense of the word, and have no idea of any work beyond what is to be found in their fields and with their cattle. With the exception of the occasional Government school in their midst, or their own indigenous school where the Qurán is learnt off by heart, they have got nothing in their lives and duties to make them even think of reading or writing; so that, when a person sees, far away out in a district, a number of Muhammadan boys attending school, he might naturally wonder why so many do attend school, instead of wondering at the small attendance.

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"It is all very well to say that the knowledge of reading and writing is a necessity now-a-days; and so it may be for those who are placed in a condition of life where existence could not be maintained without that knowledge, and where a man so placed must be a beggar, or looked on as a fool who cannot read or write. At the same time, if we study the life carried on in the districts, far away from all civilization, it ought not to be difficult to conceive that there are conditions of life where reading and writing might reasonably be looked on as a luxury instead of a necessity."

Muhammadan education in the Mooltan Circle.

155. Mr. Harvey thus describes the state of Muhammadan education in his circle. His remarks upon the indigenous schools, which are in Mooltan very largely Qurán schools, will be found quoted in the next chapter.

"The number of Muhammadan boys reading in the schools in this circle this year is 6,737, compared with 6,517 reported last year, showing an increase of 240 altogether. I look upon this increase as a very good sign, and I have also noticed a greater desire on the part of some of the Muhammadan zaildárs and lambardárs to forward the interests of the schools in their villages. The drawback to education is the gross immorality and degradation of the Muhammadans in the more alluvial districts; and as they look with suspicion on any branch of learning, other than the committal of the Qurán to memory, as having a tendency to charm them from their religion or to shake their belief in it, it is very hard to get them even to make a beginning. But I believe it is all coming gradually, if I may judge from the increased attendance of Muhammadan boys in the Government schools."

SECTION C.—NATIVE CHIEFS.

Education of native Wards.

156. The only special institution in the Punjab for the education of minors under the Court of Wards is the Wards' school at Umballa, a brief notice of which by Mr. Pearson, the Inspector of the circle, is printed at the end of this paragraph. The institution has not hitherto been included in our returns; but the revised forms will show its statistics. A scheme for extending the scope of the institution, and turning it into a sort of public school for the sons of native gentry, is now under the consideration of Government. The question of the education of minors under the care of the Court of Wards who are not of sufficient standing to attend this school has also been discussed; and rules have been framed, and are about to be issued, by which inspecting officers will be directed to pay special attention to the progress made by these youths.

"The Wards' school at Umballa is also excluded from the statistical returns. It was inspected in August 1883 by Mr. T. C. Lewis, Officiating Inspector, in company with the Assistant Inspector. There were then 11 names on the rolls; but the senior pupil, Amar Singh, who had just passed the Middle school examination, was attending the kacheri to learn magisterial work. Three boys were examined by the Upper Primary examination, and were considered fit to pass. Five were presented for the Lower Primary examination, of whom 4 passed. Two other wards had joined recently and were beginners. The attendance during the past year had been good, and the boys seemed to be healthy and well cared for. A scheme is under the consideration of Government for extending the usefulness of this institution. At present the number of scholars is so small, that the training of a public school can hardly be attempted, and there is a want of economy in the management."

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Low castes.

Education of the outcast classes.

SECTION D.—LOW CASTES.

157. I believe that the only schools in the Province that are specially set apart for the education of the lower castes are those maintained at Delhi by the S. P. G. and Baptist Missions. Unfortunately I have no figures for them, though the 446 boys returned as "others" in the Aided Primary schools of Delhi very probably refer to them. The Inspector has done no more than allude to their existence in his report. I shall ask him to notice the subject more particularly next year. The other three Inspectors have some remarks upon the subject, which I proceed to quote. Mr. Thompson writes of the Rawalpindi Circle :—

"I have made inquiries from District Inspectors and Chief Muharrirs about the education of low-caste natives in this circle; and, with the exception of efforts made by Mission Societies to establish branch schools for this class of natives, even the idea does not seem to find a place anywhere, not to mention the existence of schools. I am told that a certain class of Chamárs is to be found frequently in schools ; from the fact of their being found there it may be presumed that they do not belong to a very low caste.* If any effort is to be made for the education of low-caste natives, this effort must be entirely made by the Government, as no movement in this direction will ever come from the natives themselves ; and if they are to receive instruction, it can only be done in special schools established for low-caste natives alone."

Dr. Stulpnagel thus records the results of a very interesting experiment made in Lahore :—

"The education of low-caste boys in this circle has only been attempted, as far as I know, in the Lahore district. The late Deputy Commissioner took some interest in this matter, and accordingly initiated the experiment of attracting sweeper-boys to village schools. As Hindús would not sit with them in the same room, they had to be placed apart from the rest either in the courtyard of the school, in a separate room or under a convenient tree. The prejudice of all better classes against churás is well known, but in villages where Muhammadans preponderate the difficulty of instructing sweeper-boys was lessened. At the time of the last inspection there were 17 boys of this description distributed over six schools. The sweeper-boys, with one single exception, were Muhammadans ; accordingly a Muhammadan village called Gharyála contains the largest number of boys in the school, *viz.*, 6. Those who instruct these classes are not churás ; they are generally Muhammadan monitors or teachers, but sometimes Hindú teachers also are employed. This experiment of applying the ordinary educational machinery for raising a despised class is very interesting, but too small to be of any general value."

Of the Mooltan Circle Mr. Harvey writes as follows :—

"There is no special provision made for the education of the low-caste natives in this circle, nor have I found any objection made, as in other circles by the higher castes, to their sitting by them. The fact is, that low-caste Muhammadans are not looked upon with the same degree of aversion. I do not think it necessary to make any provision in this circle in this direction, as low-caste Hindús are very uncommon all over it."

* Perhaps Musalmán workers in leather.—*D. P. I.*

CHAPTER VIII.

PRIVATE SCHOOLS.

	Para.		Para.
Private schools		Indigenous schools	159

158. In the revised returns prescribed by the Government of India, certain statistics for "Private schools" are to be entered. By far the greater number of these will, in the Punjab, be indigenous schools. But there are, even at present, a certain number of private venture schools framed more or less on our model. When the system of grants-in-aid by results is introduced, it is to be hoped that the number will largely increase, though they will then, for the most part, cease to be classed as private schools. Till, however, a school comes on to our registers, I do not quite see how we can make sure of getting its statistics. Such schools as we know of will probably be ready enough to give us the very simple returns we ask for. But we shall need some organization that we have not at present, if we are to make our returns for private schools reliably exhaustive. Private schools.

159. The indigenous schools of the Province were discussed at considerable length in the last annual report at pages 4 to 18, and in Appendix D (pages viii to xxxvii), where very full statistics were given. I have no more recent figures to offer. Indigenous schools.

160. The indigenous schools of the several districts are briefly noticed in the extracts given at pages 8 to 25, and particularly in Mr. Pearson's remarks upon the Delhi, Karnál and Ludhiána districts (especially the last), and in Mr. Thompson's remarks upon the Jhelum district. Passages dealing with the subject are quoted below from the reports of the Inspectors of the Mooltan and Rawalpindi Circles. The signs of readiness on the part of these schools to accept Government aid, and to satisfy the conditions on which alone it can be obtained by adding some sort of secular instruction to their curriculum, that are disclosed in the following description by Mr. Harvey of his dealings with these schools in the Mooltan Circle, are promising as indications, though the result in itself is as yet insignificant. Mr. Harvey does not seem to have met with the difficulty described by Mr. Thompson in the passage already quoted in paragraph 107.

"In the indigenous schools which I have examined during the last year, and in which almost all the boys are Muhammadans, I found one very good sign, and that was, that many of the teachers had been old Government school teachers, many of them with Normal school certificates. In a recent Government circular on indigenous schools, it was proposed to give Rs. 3 each to those teachers whose boys should pass the Lower Primary examination, and Rs. 5 to those whose boys should pass the Upper Primary standard. But as a beginning is necessary, I suggested that Re. 1 should be given for every lowest class boy educated up to the proper standard of the class; Rs. 2 for every 2nd-class boy; and so on up to the 5th class. I have also tried this plan and have found it successful, though, owing to the teachers not having had sufficient notice beforehand, I had not many schools to examine. But I have reason to believe that a great many will avail themselves next year of the terms which I have published through the districts with the concurrence of the Deputy Commissioners. Last year I examined but three indigenous schools holding 98 boys in the Mooltan district, and recommended rewards to be given them up to a total of Rs. 85. This year there were 8 indigenous schools containing 148 boys examined, and they were recommended for Rs. 174 reward.

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Private schools.

Indigenous schools.

"In Muzaffargarh last year there were two indigenous schools containing 48 boys, the teachers of whom received Rs. 30 between them; whereas this year there were 6 schools containing 93 boys, and rewards recommended by me to be given amounted in the aggregate to Rs. 115. I have been advised to try how rewards in anticipation would work; that is, supposing I found an indigenous Muhammadan school, to promise the teacher a certain amount as an earnest of a better reward if he would teach his boys a little more than the Qurán. But I do not like to try this, because I considered it better to impose some conditions and exact them very leniently at first, than to show any semblance of partiality, which is likely to be interpreted as a recognition of a system which is really not education at all."

I have already taken occasion to point out to Mr. Harvey that nothing is more sedulously to be avoided in our dealings with these schools than any semblance of a desire to force upon them our standards or our methods; that such a course must either prevent our reaching them at all, or destroy the very characteristics upon which, as enabling them to teach the masses, their value depends; and that what we have to do is to turn them, not into bad or even good Government schools on our model, but into good, or at any rate better, indigenous schools on their own model. At the same time, in the absence of special standards, an inspecting officer, anxious to do something to help and encourage these schools, yet feeling himself responsible that public money shall not be thrown away, naturally falls back upon the only guide which he has available: and it is to be hoped that the tests by which the grant of assistance from public revenues is to be regulated, will very shortly be decided on.

161. The following extract from Mr. Thompson's report shows clearly how inapplicable our present standards would be to the great mass of indigenous schools, even were there no other and stronger objections to their adoption. It is a question also, how far our present inspecting agency is well fitted for the task of inspecting schools whose methods differ so widely from our own; and if the number of such schools receiving Government aid becomes, as it is hoped will be the case, so large as to necessitate special provision for their inspection, some difficulty will perhaps be experienced in finding men really suited to the work.

"The only step that has been taken in this direction as yet, is in the Jhelum district, where the sum of Rs. 1,000 has been set apart by the District Committee for rewards in secular instruction in the indigenous schools of the district. During my winter tour through the Jhelum district, I inspected some 18 or 20 of these schools, and distributed rewards to the amount of about Rs. 200 amongst those schools which had already introduced the study of Urdú reading and writing and arithmetic. I also submitted, for the consideration of the Deputy Commissioner and the District Committee, a simple scale of rewards that might be adopted through the district and made known for the information of managers and teachers of indigenous schools who would like to compete for rewards at the end of the current year.

"In the scheme, however, that I have drawn up, I have suggested the plan of giving rewards for each class, and not merely for the passes at the Upper and Lower Primary examinations, as is contained in the scheme for payments by results drawn up by the Syndicate of the Punjab University. I do not see how the payment for passes at merely these two examinations can possibly be adopted in small schools, such as the large majority of indigenous schools must be. This plan may be taken up by large private schools thoroughly organised, and having large funds at their back to make up for deficiencies that would occur at these examinations; but it would prove an utter failure with small schools, which, though doing fair work in a general way, would probably find themselves with such a small number of pupils to be examined at the two stages of Upper and Lower Primary standards, that the rewards they would thus gain would not be sufficient to induce the teachers to compete for them. The payment for results in each class would, on the other hand, secure to a teacher a more equitable reward for the work done in his school. The labour involved in the examination of

each class in a school for rewards would be much greater than that of examining only two classes by the Upper and Lower Primary standards; but if the number of competing indigenous schools realizes the hopes that are formed of spreading Primary education through the means of indigenous schools, the District Inspectors and Chief Muharrirs would merely have their titles and duties changed to that of examiners, and would spend their time more profitably in being employed in the examinations of schools at different times of the year for rewards, than in being employed, as they are at present, in making quarterly inspections of the comparatively few Government schools that are now in existence—a duty which, after all, gives a great deal of labour and toil in return for very small results, when the number of schools for which all this trouble is undergone is taken into consideration."

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Private schools.

Indigenous schools.

CHAPTER IX.

PREPARATION AND DISTRIBUTION OF TEXT-BOOKS AND OTHER EDUCATIONAL LITERATURE.

	Para.		Para.
Proceedings of the Text-Book Committee...	162	Contemplated changes in the machinery for the production of Text-books ...	165
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Proceedings of the Text-Book Committee.

162. In May 1883 a meeting of the Text-Book Committee was held, at which the recommendations of the various sub-committee meetings held in May 1882 were considered and disposed of. The results have been very fully stated at pages 115 to 121 of the last annual report, though they technically belong to the year now reported on. During the cold weather of 1883-84, five meetings of the General Committee and three meetings of sub-committees were held. Measures were adopted for the formation of a reference library of text-books, for giving greater publicity to the Proceedings, and for freer communication with the Text-Book Committees of other Provinces. New text-books for the examination of military officers in Panjábí were recommended and accepted by Government, and are now in the press. The question of a new Panjábí dictionary was considered. Arrangements were made for the preparation of an Agricultural Primer for use in our schools, and Fuller's Primer was accepted for use till the new one should be ready. An elementary work on mensuration by Mr. Sime was considered, and a still simpler hand-book has since been prepared by Colonel Wace. Alternative text-books were added to the list of histories and English readers. A scheme of studies and text-books for Hindí schools was approved and issued, and a similar scheme for Gurmukhí schools, which was approved of by the sub-committee concerned, has since been issued, subject to the approval of the General Committee. Besides this and some minor business, the style of printing and the paper used for the Vernacular text-books of the Department were considered. It was decided that the characters used for some of the more elementary readers were too small, and specimen pages were approved as standards. It was also resolved that tinted paper made in India should be substituted for white paper of English make, as cheaper and less trying to the eyes, and standard samples were approved.

A list of books examined by the Committee during the cold weather of 1883-84 is printed as Appendix F to this report. I had hoped to be able to submit an outline of the stage at which we have arrived in our consideration of the text-books of the Province, but I have been disappointed in the preparation of a memorandum on the subject which I had hoped would be ready before this. A report on the subject was, however, submitted to Government by Colonel Holroyd in March last. During the year it was resolved to add four new members to the Committee, which now consists of twenty members.

Preparation and revision of text-books.

163. I have noticed in the preceding paragraph some of the new text-books under preparation, or which have been completed during the year. Besides these the Persian and Urdú readers are undergoing revision, a selection of letters in the former language is being prepared, Colonel Holroyd is recasting his English Primer, and an advanced Persian grammar (a work which hitherto has not existed in Urdú) has been written by Maulví Muhammad Husain, Professor of Arabic in the Government College, and is now in the press. A most important work

is now in progress (indeed is nearly complete) under the superintendence of Mr. Dick, Principal of the Central Training College, which is fully described in paragraph 8 of that gentleman's report (Appendix C). It consists in the preparation of selections from standard prose and verse writers in Urdú and Persian, and is intended primarily for the use of Training schools and Colleges. But the selections will have a far wider usefulness, and the Urdú work especially will be simply invaluable. The selections will at first be printed with the text only; but in future editions critical notes will be added. Critical histories of the language and literature for both Urdú and Persian are also in course of preparation; and when they are complete we shall have, with the Persian grammar already alluded to, a really satisfactory set of text-books for the advanced study of these two languages. We are fortunate in possessing, in Maulví Muhammad Husain, a scholar of wide culture and learning, of proved literary power, and of an active and enterprising mind; and we are greatly indebted to his assistance in the matter. Mr. Dick is engaged in preparing a series of object lessons for the use of schools. Such a work is sadly needed, as the very conception of such lessons is new to our staff; and coming from Mr. Dick's hands, it is sure to be good.

Chap. IX. 163. Text-books &c.

Preparation and revision of text-books.

164. I have been trying of late to induce the gentlemen who produce text-books for us, to publish them for their own profit, the only condition imposed being that the style of our series must be exactly followed; and I have already succeeded in the case of one work. This is, I am sure, the right principle to work on, wherever it is practicable. All that we are concerned to secure is, that the book shall be good in itself, and shall be brought out in the style most suitable to the purpose for which it is intended. If any profit should accrue, it should go to the author, and not to Government. But the series of elementary text-books, which are the most profitable because used in largest numbers, is already fairly complete; and in many cases the sale of text-books which are still badly needed will be too small to yield any profit worth consideration. In such cases rewards may very properly be granted to the persons who prepare them. The principle of such rewards has lately been approved by the Government of India. The money can, I think, best be supplied from the profits, which are considerable, on the publication of those text-books the copyright of which is already in the hands of the Department. I shall presently notice the steps that are being taken towards divesting Government of the business of printing and distributing school-books. But the *publication* of text-books prepared specially for the Department, I would, whenever it cannot be left to the author, retain in the hands of Government. There has been some little misapprehension (as instanced in the closing sentence of paragraph 8 of Mr. Dick's report) as to the effect of the contemplated abolition of the Book Depôt. Gentlemen who have prepared, or are about to prepare in their leisure hours text-books for use in our schools, point out, reasonably enough, that while they are willing to give their labour free for the benefit of the Department, or in order to reduce the cost of text-books to the scholar, they are not prepared to do so for the profit of a private firm of publishers. But such a result by no means follows of necessity from the steps which are about to be taken; and I shall shortly submit proposals which will ensure that such profit as our text-books yield shall be retained in our hands, to be utilised in stimulating the development and improvement of the series.

The question of copyright in text-books.

165. The transfer of the translating staff to the Central Training College has already been alluded to in paragraph 118, and is noticed by Mr. Dick in paragraph 8 of his report (Appen-

Contemplated changes in the machinery for the production of text-books.

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Text-books &c.

Contemplated changes in the machinery for the production of text-books.

dix C). I agree with Mr. Dick that the change is a good one. When the contemplated additions to the staff of the Central Training College and the institutions attached to it are complete, as they will be from the beginning of next session, the Principal will have at his disposal a body of picked teachers representative of every grade of school. With this body of experienced opinion available, and the whole standing machinery of the Department for the translation and preparation of text-books at his disposal, the head of the chief institution for training in the art of teaching will very properly become the officer in charge of the text-book branch of the Department; and a further change which I am about to propose to Government, which will make him Secretary to the Text-Book Committee, and will bring the Educational Press in immediate subordination to him, will, by consolidating the agencies for preparation, criticism, and production, weld together the whole machinery and bring it into an intimate connection with the Training College from which both can hardly fail to derive benefit.

Printing and distribution of text-books.

166. The report of the Curator upon the transactions of the Government Book Depôt and Educational Press during the year is printed as Appendix G to this report. Four Vernacular translations of English text-books, two on elementary science, one on history, and one on arithmetic, were published during the year. New editions of 29 Vernacular text-books, aggregating more than four and a half lakhs of copies, were issued; the Urdú Primer alone accounting for a lakh and a half, and the Urdú first reader for half a lakh. The Depôt issued English books to the value of Rs. 23,000, and Vernacular books to the value of Rs. 66,500. The net result is a profit of Rs. 5,604 on the year's transactions: the actual income during the year exceeded the expenditure by Rs. 13,576. During the year Government issued orders for the immediate transfer of the distribution of English text-books to private enterprise, and for the more gradual transfer of the work of printing Vernacular text-books. I have just completed arrangements (and my detailed proposals will probably be in the hands of Government before this report reaches them) for the transfer of the whole work of *distribution* of text-books, whether English or Vernacular, to a local firm. And I have already employed five of the largest presses in Lahore in printing five of our principal Vernacular text-books. The results have not yet actually come to hand; but I have not the slightest doubt but that it will be found possible to transfer, without any difficulty, the bulk of the Vernacular printing hitherto executed at the Educational Press. It will always be necessary to retain a small press of our own, for the production of books involving mathematical and chemical formulæ, and therefore requiring particular nicety and care, for the printing of examination papers, and for further progress in that improvement of Vernacular lithography for which Colonel Holroyd has already done so much. The printing of our text-books retains its exceptionally high character; indeed Mr. Pearson, in the following passage, complains that it is sometimes too good. The smallness of type to which he alludes, and which formed a real drawback to the excellence of our series, will, as already noted, be remedied in future in accordance with the recommendations of the Text-Book Committee.

"The most general complaint is of the smallness of type in certain of the Urdú text-books, and cases of eye disease are attributed to this cause. The Nágarí printing is said to be too good, as ability to read a printed book does not enable the scholar to read manuscript or lithograph. The need of familiarity with various kinds of writing should not be forgotten, but clearly printed books have a value of their own."

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Text-books &c.

Diffusion of Vernacular literature.

167. One of our greatest wants at present is, books (not school-books) suitable to be put into the hands of native girls. I have already asked for suggestions on the subject, and shall presently lay the matter before the Text-Book Committee. On the general subject of the diffusion of Vernacular literature, the following remarks by Mr. Thompson are suggestive. They touch upon one of the greatest difficulties in the way of imparting even the most rudimentary education to the people. The English peasant finds printed matter staring him in the face at every turn, and has daily opportunities of exercising and improving such powers of reading as he may have acquired at school: cheap and interesting books are always ready to his hand. For the Indian villager, as Mr. Thompson remarks, his school-books are probably the only books he will ever see in his life. I would draw two conclusions from the fact. In the first place, the very greatest pains should be taken to make the readers in use in village schools really interesting to the boys who read them; so that the associations in their minds connected with books may be not unpleasant. In the second place, I would venture to reverse the traditional order of the three Rs, and give arithmetic the first place in the village scheme of education, as being the only one which is brought into daily use. I am not sure that I agree with Mr. Thompson's conclusion that readers are few because books are scarce. It is probably more true that books are few because readers are scarce. But the two do doubtless react upon each other. I should be inclined to think that a small gift of cheap books suited to his capacity to each boy who passes an examination, might do much to spread an appreciation of the power of reading print among the people. The boys would take them and read them to their parents; and we know how eagerly a story teller or reader is listened to by the poorer class of natives. Prizes of books used to be distributed to the most promising scholars till last year, when Government put a stop to the practice on the ground that such rewards should be supplied by private liberality. Local bodies, however, still expend a certain amount annually on prizes for their schools. My proposal has for its object, not so much to reward the merit of the scholar, as to diffuse a taste for reading and keep up the power attained at school. The great difficulty is to find books suitable to the purpose, which shall not conceal the rhubarb of instruction under the currant jelly of amusement. There are hundreds of popular stories, printed in the cheapest possible form, which are dear to the hearts of the people. But scarcely any of them are wholly free from what to our minds is offence. It is probably a mistake to apply to the inhabitants of an Indian village, the standard of delicacy adopted by the highest classes of the most prudish nation in Europe. But the subject is a difficult one.

Mr. Thompson writes :—

"I have always had the opinion that a great deal more might be done for the spread of education than the mere setting up of schools. When a manufacturer wants to advertise an article for sale, he always shows the different uses to which the article can be put. He would have a very small chance of getting any sale for the article if he merely advertised the name of it. But this is what we do in the matter of education amongst the masses. We set up schools in the midst of a people, and leave them to find out, according to the situation they are in, the purpose for which these schools are established. Accordingly, the idea of the most enlightened natives situated in the most favourable circumstances, is, that schools are merely a machinery for producing examinations by which employment is to be obtained; and this idea is kept alive by the existence of the countless numbers of youths who have passed examinations

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Text-books &c.

Diffusion of Vernacular literature.

of different grades, have not obtained employment, and have lapsed into ignorance either from their not knowing what use to make of learning, or rather on account of their retiring to their own home life, where they have not any opportunities for keeping up their learning. The zamíndár out in the district has no other idea of a school except that it is a means set up for giving a livelihood to teachers and chief muharrirs. He does not want *sarkárí naukarí*, and therefore does not need to pass examinations; and as he has never been shown in any way, he therefore does not know the reason why he should go to school and learn off two or three lesson-books, which he will tell you are probably the only books he will ever see in his life. He will point out friends all round him who studied in school for a long time and can read and write; but what is the difference between them and him when they have got no books to read.

"One school supplemented by some kind of a public library or cheap book-shop, the latter to show what the former is established for, would do far more towards the spread of education than three or four schools left to flounder by themselves in the midst of a people who attach no more meaning to them than that they are there by the *hukam* of the *Sarkár*. If a portion of the funds devoted to Primary education were to be laid out in aiding natives out in villages where there are schools, to set up small book-shops where useful and amusing literature could be obtained at a cheap price so as to be within the reach of all, this novel item of expenditure might perhaps be small compared with the benefit that would arise from the two influences that would be at work in the diffusion of education, in place of the one which we are content with now. It might of course be argued that this manner of spreading education would cause education to be looked on in the light of a luxury, whereas the endeavour has always been to make natives look on it as a vital necessity. Since, however, it is considered necessary that education must be spread, and the mass of the natives show that they do not look at it in the light of a necessity, it might be worth while to encourage it as a luxury, if this can be cheaply done, as it no doubt can be, when we see books and newspapers turned out of innumerable printing presses at two or three pice each."

DENZIL IBBETSON,

Officiating Director of Public Instruction, Punjab.

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APPENDIX A.

Appendix A.

Government College, Lahore.

REPORT ON THE GOVERNMENT COLLEGE, LAHORE, FOR 1883-84.

Staff.

At the close of the last year, Bábú Soshí Bhushan Mukarjí, Assistant Professor, was on privilege leave, with Lála Bhairon Prasáda acting for him. This arrangement lasted till the 14th of May, when Bábú Soshí Bhushan rejoined the College. Mr. T. C. Lewis, Professor of Mathematics, was on deputation from the 1st of August to the 18th October. As, however, the College vacation was in August and September, Mr. Lewis was absent from College duty only for the eighteen days in October. During his absence, the mathematical work was done by Bábú Soshí Bhushan Mukarjí acting on the graded establishment. Beyond these slight changes the staff remained as during the previous year. It is of great importance that the teaching during any year should be as little interrupted as possible; and it is satisfactory that Government should have at length ruled that promotion can be given to a Professor without requiring him to give up the work for which he may be best fitted.

Roll and attendance.

The number of students on the rolls on the 31st of March was 128 as in the margin, the average number on the rolls during the year was 132, and the average daily attendance 118. The corresponding returns for the previous year were 106, 108 and 92 respectively. On the recruiting of the classes after the University examinations, the roll reached the high maximum of 153. This was satisfactory, considering that the Mission College at Delhi now absorbs nearly all the passes from that quarter; and it gives promise of the rapid spread of a desire for University education in the Province. The numbers fell mainly for two reasons—the largely curtailed award of scholarships by the Punjab University, and the punctual levying, as well as a slight raising, of the fees. A few left to join the Training College; and several, after they had been some months with us, were awarded scholarships in the Oriental College. Besides the 128 now on the rolls, eight others attend for instruction in special branches; but these have not hitherto been returned as College students.

1st class	... 50
2nd „	... 49
3rd „	... 12
4th „	... 13
M. A. „	... 4
	128

Expenditure.

The expenditure for the year, not including scholarships, amounted to Rs. 46,099-11-10, against Rs. 46,476-12-5 in the previous year. This gives, from the average roll number, a total cost for each student of Rs. 349-3-10.

Scholarships.

The amount spent in scholarships during the year was Rs. 12,419-14-8, as given below :—

		Rs.	A.	P.
Government scholarships	...	8,612	15	0
University „	...	3,282	9	2
Municipal „	...	297	11	10
Endowment „	...	226	10	8
Total	...	12,419	14	8

The Government scholarships, as regulated by the number of passes, were Rs. 1,575 in excess of the previous year; whereas the University scholarships fell by Rs. 1,503-5-4, or by about as much as the Government scholarships had risen. At this time last year 28, or about 26 per cent. of the students, were without scholarships. Now there are 53 such students, or about 41 per cent. of the roll number.

The fees amounted to Rs. 2,760, against Rs. 1,941 in the previous year. In October last a scale of fees which I had recommended, and which had been accepted with a slight modification by the Principal of the Mission College at Delhi, was sanctioned by the Director. This scale varied from Rs. 2 to Rs. 10 according to the income of the parents or guardians. I was averse to any change in this respect after the term had begun; but the Director ordered the immediate introduction of the scale. The measure was naturally unpopular, and bore the harder on the College that the University had so suddenly diminished its award of scholarships. I accordingly felt justified in limiting the rates, for the first year, from Rs. 2 to Rs. 6 only; and this enhanced charge from October, combined with the higher attendance, will account for the increased income from fees. The Lieutenant-Governor does not approve of the scale which has been introduced, or of

Appendix A. Government College, Lahore.

any system of varying rates; but it has to be borne in mind on this problem—(1) that payment for instruction by ability is an indigenous method; (2) that it suits the circumstances; (3) that the poor in India are less *ignobiles* than ordinarily, and, therefore, stand more in need of artificial means to raise them; and (4) that any fixed rate which will not bear heavily on the poor will necessarily be an inadequate charge, considering the expense on the rich.

Results of examinations.

The examination results for the year have already been reported on; but they may be summarized here.

Intermediate examination.

For the Intermediate examination 31 students presented themselves, and 14 passed, against 11 out of 22 in the previous year. The failures were mostly in English and Physical Science; and five failed in one subject only. In this examination there were 50 candidates altogether, with but 21 passes; so that our 45 per cent. of passes, though very low, is above the average. In Bengal the average of passes last year by the corresponding examination of the Calcutta University was 34 per cent.

B. A. examination.

For the B. A. examination of the Punjab University 12 students appeared, and five passed, against one out of nine in the previous year. The failures were mostly in English and Sanskrit; and four failed in *one* subject only. Altogether there were 20 candidates in this examination, with only six passes, giving an average percentage of 30 passes against our 42. Two candidates also appeared in the B. A. examination of the Calcutta University in January last, of whom one passed in the first division. The failure was in *one* subject only.

M. A examination.

Only one candidate appeared for the M. A. degree, and failed. He took Sanskrit for his subject. Another had attended the lectures in English; but he had given his attention almost exclusively to law, and I struck his name from the roll before the end of the term. In the previous year, three candidates had appeared in this examination and passed.

Probable causes of failure.

The circumstances referred to in the last report as contributing to the unfavourable results continued, I consider, to affect the work of the past year. But the main causes of the high percentage of failures are probably to be found in the composition of the classes, and the character of the examination. The Intermediate and B. A. classes were made up of two sections, a senior and a junior. The latter, owing to the change of the season of examination from December to May, had only been eighteen months, instead of two full years, under instruction—a circumstance which could not but affect the results in some degree. But the character of the examination was, I consider, the chief cause of failure. The papers in English, for instance, were much too long. This was admitted by the examiner, who sanctioned the addition of *one-fifth* to the marks gained, or full marks for two less than the whole number of questions. As some of the best men in both the Intermediate and B. A. examinations, who could have cleared the papers had there been time, answered only about one-half, the allowance made may fairly be considered inadequate. Besides, a foolishly long paper does more than deprive the candidates of marks. In Sanskrit the questions were dictated, and not always correctly taken down; several questions were on the *matter* of readings not in the course; and a standard was applied altogether new to the Punjab. All the candidates were well prepared in this subject. One for the B. A. degree, who failed in this subject alone, had previously passed by the Calcutta standard; and the M. A. candidate was a young man of more than ordinary ability, and much better prepared than the student who passed in this language in the previous year. Similar exception might be taken to the examining in other subjects; but these instances will, I believe, suffice to show that the examining was less satisfactory than it might have been. It appears to me, as I stated in last year's report, that moderators are essential to ensure suitable questioning, and to preserve uniformity of standard. This has been found advantageous in the Calcutta University, where the examiners are necessarily well acquainted with the standards. It would, therefore, be especially useful in the Punjab, where that primary condition is frequently not fulfilled.

Race of students.

Of the students now on the rolls, 93 are Hindús, 14 Muhammadans, 13 Sikhs, and 8 Christians including one European. The increase in Muhammadan students since last year is only *one*. Several others joined at the beginning of the term, but left for want of means. It may be worth noting that one of the B. A.s of the year was a Musalmán, and that two very promising young men will appear in the next B. A. examination.

Appendix A.

Government College, Lahore.

English and one classical language, as compulsory subjects, are taken by all the students. The classical languages taught are Arabic, Sanskrit and Persian, 15 students taking Arabic, 32 Sanskrit, and the rest Persian. Mathematics is now compulsory up to the Intermediate examination, and 94 read that subject. The remaining subjects are optional, and are professed as follows—Philosophy by 107, Physical Science by 75, and History by only 14. During the past year, the junior classes have almost entirely turned away from History. Should this prove, after the beginning of next term, to be more than a temporary disinclination, I shall address you on the bearing it might have on the staff.

Subjects of study.

Thirty-one books were added to the library during the year, 22 of these being the gift of C. P. Bird, Esq., C.S. Frequent requisitions during the last two years have been made for books much required for class purposes; but in vain. It seems to me desirable, as I stated last year, that it should be in the power of the Principal, within definite limits, to get directly such books as may be necessary to completeness of work.*

Seventy-five students reside in the boarding-house. From the beginning of last term, as has been explained in a *separate report*, a committee, with weekly censors, has aided the Superintendent in the management. This has been found to work fairly well, although not without an occasional hitch. The conduct and health of the boarders throughout the year were all that could be wished.

The boarding-house.

A junior debating club was established during the year, which rather hurt the *senior* club; but an effort is now being made to bring both juniors and seniors together again. Cricket was prosecuted with vigour throughout the cold weather. In the open ground between the Anárkalí gardens and the Agra Bank might have been seen daily from 30 to 50 students practising the game with great spirit. The best team is by far the strongest the College has ever had.

Debating and cricket clubs.

In conclusion, I beg to report that the staff have continued to discharge their duties with zeal and ability, and that I have received from them, in all respects, most loyal co-operation.

J. SIME,

Offg. Principal, Government College.

* *Note.*—Most certainly. The matter is under consideration in correspondence with the Principal.—*D. P. I.*

APPENDIX B.

Appendix B.

St. Stephen's College, Delhi.

REPORT ON ST. STEPHEN'S COLLEGE, DELHI, FOR 1883-84.

Staff of Professors.

Revd. S. S. Allnutt, M.A., Principal.
„ G. A. Lefroy, M.A., Professor in English.
„ J. W. T. Wright, B.A., „ „
Bábú M. N. Datt, B.A., Professor of Mathematics.
„ Nritya Gopál Bose, M.A., „ of Science.
Maulví Shah Jehán, „ of Persian.
Maulví Muhammad-ud-dín, „ of Arabic.
Pandit Viháre Parshád, „ of Sanskrit.

Mr. Datt is now responsible for the whole mathematical teaching, and I find him thoroughly competent for the work. I have in consequence reduced the estimate of Rs. 700 for the services of European teachers (of which Rs. 100 was assigned to the head of Mathematics) to Rs. 600. One of the new missionaries who have lately joined the Cambridge Mission is taking part in the English work, but it does not seem worth while to increase the estimate at all on his account, as the only object in view in estimating our services was to enable us to be entitled to the full Government grant of Rs. 450 per mensem. As our actual monthly expenditure is now over Rs. 700 a month, by adding Rs. 600 we are easily able to qualify for the whole grant.

Expenditure.

It may be convenient to state here what our expenditure is—

			Rs.
(1)	*Salaries.*—Mr. Datt	...	200
	Mr. Bose	...	150
	2 Maulvís	...	45
	1 Pandit	...	40
	Other servants	...	57
(2)	*Miscellaneous.*—Contingencies (average)		50
	House-rent	...	80
			622
(3)	*Scholarships*	...	82
	Total	...	704

To meet this we have Rs. 450 from Government grant, Rs. 100 from the Municipal Committee, and Rs. 120 from the S. P. G., making a total of Rs. 670. There is thus a monthly deficiency of about Rs. 30. To meet this I applied to the Municipal Committee for an increased grant; but my application was too late. I understand, however, that they are prepared to make an increase on my applying in due time next year.

The expenditure on scholarships will gradually decrease, and in time altogether cease, as we do not intend to give scholarships from Mission funds, now that all Government and Municipal scholarships are open to our students. We are, however, in great need of a suitable boarding-house, and this will involve an expenditure of Rs. 50 per month, including the salary of a Superintendent.

Number and attendance.

Since my report last year, the number of students in our College has largely increased. The increase is due to the number of students who joined our College from the Government school in June last. The total number in July last was 21.

At present the numbers are—

1st year (Intermediate)	...	...	18
2nd „ („)	...	...	3
3rd „ (B. A.)	...	...	3
	Total	...	24

The attendance of the second and third year students has been very regular. That in the first year has not been so good, but I hope the new rules now in force will tend to improve it. I will send you the actual average of

Appendix B.

St. Stephen's College, Delhi.

attendance from the College. Should the numbers increase in a like proportion in future, we shall have great difficulty in properly locating the classes, as the building is not capable of enlargement, and the landlord demands exorbitant rent for such increase as I have proposed to him. I need not, however, dwell further on this now, as we can make arrangements without much difficulty for the current year.

Course of study pursued.

It may interest you to know the actual courses now being taught. They are as follows:—

(1) Intermediate first year—

English	... ... all	Compulsory.
Mathematics	... ... all	
Persian	 12	
Sanskrit	 3	
Arabic	 3	
Logic and Political Economy	... 13	Alternative; one out of the two being required.
History	 10	
Science	 15	

(2) Intermediate second year—

English	 3	These are studying according to the old regulations.
Mathematics	 2	
Persian	 3	
History	 3	
Logic	 2	
Science	 1	

(3) B. A.—

English	... ... all	Compulsory.
Persian	 2	
Sanskrit	 1	
Mathematics	... ... all	This is the alternative subject.

Library.

The expenditure on books since the College opened has been Rs. 1,550. I have just heard that a grant of Rs. 1,000 has been sanctioned from Government, against a similar expenditure from the Mission, which will be increased to the required amount (Rs. 1,000) during the current year.

Science apparatus.

The original grant of Rs. 2,000 under this head has been expended. £20 was granted by the Cambridge committee last year, and I hope this will be renewed annually. We have a fairly satisfactory laboratory, but the space is very inadequate and large classes cannot be properly taught in it.

Lectures, &c.

Regular lectures and debates have taken place in connection with the school and college club. I am glad to report that the late head-master of the Government school sanctioned a proposal I made for joint meetings of our respective institutions, and meetings have been held in the room of the Delhi Literary Society, which have been usually well attended, and are calculated to do much good, and have the advantage of bringing us into contact with the Government school students before they join our College.

A most interesting and valuable course of lectures on English Literature has been given by Mr. Maconachie in the College to students of the Government school, and our College and school. The attendance has not been numerous, but those who have come cannot fail to have derived very real benefit from the lectures. Such help from so able and sympathetic a man is as valuable as it is rare and unexpected.

Benefactors.

In addition to the voluntary help just recorded, I am thankful to state that one native gentleman, Lála Madan Gopál, M.A., has intimated his desire to give annually a medal to the highest student of our College in the B.A. I trust his example may be followed by others.

Passes in examination.

During the year 1883, students were presented for examination in the Punjab and Calcutta F. A. examination, with the following results:—

	Entered.	*Passed.*
Punjab Intermediate examination	3	2
Calcutta F. A.	... 3	2 in third division.

S. S. ALLNUTT,

Principal, St. Stephen's College.

APPENDIX C.

Appendix C.

Central Training College.

ANNUAL REPORT OF THE CENTRAL TRAINING COLLEGE FOR 1883-84.

Examination statistics for 1883.

1. The results of the examination of the College held in July 1883 fall to be noticed in this report.

(a) *English Class.*—Of the 19 students in this class at the close of the session, 17 presented themselves for examination, the remaining two having been prevented from appearing, one by ill-health, the other by the death of a near relative. Of the 17 candidates 14 passed—eight in the first division, and six in the second—while three failed. This gives a percentage of 82. Of the three failures, one was in Physical Science by three marks, a second was in translation by five marks, while the third was also in translation by four.

(b) *Vernacular class.*—This class sent up 25 men to the examination, of whom 23 passed, all in the first division, and two failed, one in Physical Science by three marks, and the other in three subjects. This last student was from the backward district of Hazára.

All the passed students of the English class, with the exception of one, obtained suitable appointments. They were the following:—

	Rs.	
Girdhári Lál, Fázilka school	50	per mensem.
Faqír Chand, Model school	30	"
Rám Partáb, Dera Gházi Khan District school...	40	"
Gurditta Mal, Jhang District school ...	40	"

The exception was Harmukand, who did not appear at the time appointments were being made, nor made any application by letter. He is now the Editor of a Hindí newspaper in Calcutta on Rs. 75 per mensem.

Of the 17 in the class, 11 were teachers who returned to their appointments at the close of the session.

Statistics of 1883-84.

2. The College this year consists of three classes, as under—

		On rolls July 1884.	*Teachers.*	*Students.*
English classes ...	Senior	... 14	3	11
	Junior	... 15	...	15

	On rolls July '84.	*Teachers.*	*Normal school students.*	*P. University Entrance.*
Vernacular class ..	29	3	22	4

Composition of the English class.

3. At the beginning of the session there were 18 in the senior English class; but two left to become pleaders after being only a very short time in the class; one died, while one passed the Engineering examination and joined the Roorkee College.

The chief point worthy of note in the above tables is the small number of teachers in the senior English class, only four having been sent in by Inspectors, one of whom died during the session. This arose chiefly from the special fund for teachers, *viz.*, Rs. 250 per mensem, having been devoted, under instructions from the Director, to meet part of the establishment of the Model school, and also to pay the stipends of the junior English class formed in February of this year. It is believed, however, that the class of suitable young teachers available for this purpose has been pretty well exhausted.

4. Of the teachers in the English class, two are men of good ability, and the third has shown himself capable of very considerable improvement during the session. Of the 14 senior English students, three are men who failed in the B. A., three who passed the F. A., and five who failed in the F. A. It may be added that these men were allowed to go up again this year to the University examinations, with the result that one passed the B A. and one the F. A. One of the teachers also went up for the Entrance and passed.

Composition of Vernacular class. Comparison with English class

5. The composition of the Vernacular class is as follows:—22 Normal school students, 4 Oriental College students, and 3 teachers. It will thus be seen that the composition of the class is very much as formerly, chiefly selected men from the highest passes of the Normal schools, while the students of the senior English class are almost wholly failed men. This of course shows itself in the final examinations. At the same time, it ought to be remembered that much of the superiority of the Vernacular results is

probably due to the fact that the Vernacular students answer in their mother-tongue, while the students of the English class have to answer in English. The former would not appear to such advantage if they had to answer, say, in Persian.

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Central Training College.

Composition of Vernacular class. Comparison with English class.

At the same time it is quite evident that at present the Educational Department does not attract the best students to the Training College; and indeed the recent opening up of certain civil appointments to competition has drawn away a number of the best young men already in the Department, and offers inducements that will always prevent the best men from joining the Training College to qualify for service in the Educational Department.

Junior English class.

6. This class consists entirely of men who have passed the University Entrance examination. In this class we can make the rule as to passing a required test absolute, as we have many more applications than scholarships, and so can make selections to a certain extent from among the best passes. We have had no applications from men willing to join the College without scholarships.

Its object.

7. The junior English class was formed in accordance with the scheme drawn up by a committee under the presidency of Colonel Holroyd, then Director of Public Instruction, and is intended to supply what has been felt as a want, *viz.*, trained men for the junior English classes of District and other schools. In the scheme referred to, the instruction seems to be entirely confined to English in its various branches for the Upper Primary department; and if this idea were rigidly carried out, I should be entirely opposed to the scheme, as too narrowing in its tendency, and as offering no sufficient scope for legitimate ambition; but in the subject of "the Principles of Teaching" there is ample opportunity to revise the foundations of all the ordinary subjects of school instruction, and so to impart wider views of the teacher's functions than the students could possibly obtain by being confined to English alone. I have kept this in view in my conduct of the class from its formation. Indeed, I have made "the Principles of Teaching" a common subject to both classes, senior and junior; and I have not the slightest doubt as to the immense benefit the junior class has derived from this plan, not only from their own share in the work, but also from seeing the work of the more advanced students. The junior class was not fully formed till about the beginning of March, or only five months ago; and in these circumstances it has been decided, with the consent of the Director, that the class be required to attend for another complete session. No new men, therefore, will be admitted to this class for another year, unless to fill up any vacancies that may occur. A house examination will be held to test the progress of the class simultaneously with the other more formal examinations of the College.

Transfer of part of the translation department to the Central Training College.

8. In January and February part of the translation department formerly attached to the Book Depôt was transferred to the Central Training College, partly with a view to supply the necessary teaching power for the junior English class then formed, and partly to bring the translating work into closer connection with the Department of Instruction through the Training College, which may well be made a centre of influence in the *character of the books* taught, as well as in the *modes* and *principles* of teaching. I am inclined to think the arrangement a good one, both for the Training College and for the translation department. The men transferred were Lála Umráo Singh, M.A., Head Translator, and Munshí Abdul Ghaní, Assistant Translator. Lála Umráo Singh was lately the most distinguished student of the Training College, is a man of first-rate ability, and an excellent teacher, so that the gain to the College is undoubted. His time is equally divided between the Training College and the translation department. As some compensation for his work in the College, the services of the College teacher of Persian, Maulví Ulfat Husain (who has only one hour's teaching), have been placed at the disposal of the translation department. The other man, Munshí Abdul Ghaní, is a good Urdú scholar, and reputed a poet. His time is wholly devoted to his proper work in the translation department.

The work at present going on in the translation department in the Training College under my superintendence is the preparation of Literary courses in Urdú, prose and poetry, for critical study in Normal schools and Training Colleges, a separate course for each class of institution. In their compilation many original works have been consulted, and selections made. These have been reviewed by Lála Umráo Singh and Lála

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Kanhya Lál. There will be a final review by myself in conjunction with these two gentlemen. We hope to have the two works ready for publication by the end of the session.

Transfer of part of the translation department to the Central Training College.

Similar works are being prepared in Persian, though the selections are not made from so wide a field, but are confined mainly to the books read in Middle and Upper schools. The object is to give such a critical course of instruction in Persian as may be specially useful for school requirements. Munshí Ahsán Alí Khán, of the translation department, now on leave, is engaged on this work, having been selected by the Director as the man who had chiefly to do with the compilation of the present Persian school courses. He works under my supervision, and these courses also are expected to be ready for publication at the end of the session. I am myself engaged in drawing up a series of object and oral lessons for use in schools, in which I have made considerable progress: but it is a work requiring much elaboration and time, and as all this extra work must be done out of College hours, and I have many other things to do besides, the leisure at my disposal is limited.

Two other works are in contemplation, *viz.*, a treatise on the Urdú language and literature, and one on the Persian language and literature chiefly for Normal schools and Training Colleges. The Ab-i-Haiyát of Maulví Muhammad Husain, Professor of Persian and Arabic in the Government College, Lahore, treats of the former in great detail; but the Maulví has undertaken to make an abstract of it suitable as a text-book. He has also in manuscript a similar treatise on the Persian language and literature, which he contemplates adapting in the same way.

If the Government would either give suitable rewards for such works, or would ensure a remunerative sale for them if published at the author's risk, there would be no great difficulty in their production. But authors naturally object to labour for nothing, or that others may profit by their labours. Hence the contemplated transfer of the Book Depôt with its publications will probably be a bar to progress in this direction, at least for a time.

The work of the session has been carried on in the manner already described in previous reports; and I have only, in conclusion, to express my entire satisfaction with the industry and conduct of all the classes of the College, as well as with the active co-operation and ready zeal of the staff.

The Model school attached to the Central Training College. Staff.

9. The Model school has been under the charge of Níl Mádhab Mittra during the whole of the session under report. But there have been changes in the English staff which have no doubt militated against the success of the school. This it is proposed to remedy for the future by the scheme now before Government, by which we will be enabled to retain the men now employed, and prevent the continual fluctuations caused by the general exigencies of the Department. Some reform of this kind seems demanded by the peculiar conditions of the school, and to ensure its being a Model school in more than in name.

Classes.

10. The school consisted mainly of pupils drafted from the District school divided in the usual way into a Primary and Middle school. The lowest class only was gradually formed by pupils drawn from Anárkalí and the city, and had on its rolls as many as 39, which shows that the school is not unlikely to become popular. The other classes threatened also to become too full, and it was found necessary to refuse admission both from want of space, and because it is desirable in a school of this nature to have no more in the various classes than can be thoroughly well managed. This number has been fixed at 30.

The average number on the rolls during the year was 235, the daily average being 210. On 31st March 1884 the average number on the rolls was 234, the daily average being 224.

Fees.

11. The total fees collected from 1st March 1883, when the school was started, to 31st March 1884, was Rs. 652-0-6; Middle school Rs. 404-3-6; Upper Primary Rs. 227-8-0; Lower Primary Rs. 20-5-0 (for March 1884, when fees began in this class). From March 1884 full rates have been exacted from all the classes, and the remission of part of the fee which was allowed during its first session having served its purpose, was discontinued from that date.

Expenditure on school.

12. The expenditure of the school, including teachers' salaries, menial establishment and contingencies, amounted to Rs. 4,976, of which Rs. 3,806 was

contributed by Government and Rs. 1,170 came from the assignment for teachers attached to the Central Training College. The average cost per pupil is thus Re. 1-10 per mensem.

Appendix C.

Central Training College.

13. The usual Primary school examinations were held by the Inspector of Schools in March last. The results are noted below :—

Examinations.

	Number of candidates.	*Passed.*	*Failed.*	*Per cent.*
Lower Primary	... 31	24	7	77·6
Upper „	... 27	16	11	59·2

The first result is good ; the other is only fair. The failures in the Upper Primary class were chiefly in English and Arithmetic * * * [Mr. Dick subsequently satisfied himself that the failures in Arithmetic were chiefly due to the uncertainty inseparable from all examinations ; and that the boys had been really well taught by the Arithmetic master—*D. P. I.*] The failures in English could not be so easily tested, and may be accounted for to a certain extent by the absence on transfer of the proper teacher on two occasions during the session for a total period of 2⅓ months, his place having been supplied by a student from the Training College. On the whole, then, I regard these examinations as not unsatisfactory, and as quite as good as could have been expected in the circumstances.

Middle school examination.

14. The Middle school examination was not good, only 11 out of the 27 presented having passed. The failures were chiefly in English, which was taught by the head-master himself. The only explanation is, that the class as sent from the District school was an inferior one, and one year is too short to remedy grave deficiencies in a backward class. I believe also English was the subject in which most failures occurred generally. Too much stress must not be laid on a bad examination result in the case of a new school, especially where the staff is mainly composed of young men who, while trained, are necessarily without experience. I have no doubt that better results will soon manifest themselves if the scheme for avoiding frequent changes in the staff be adopted.

15. I have one pleasing circumstance to record in connection with the school, *viz*, the assignment of a scholarship fund for the use of this school by Rái Mela Rám of Lahore. He has paid, regularly since July 1883, a sum of Rs. 30 per mensem for this purpose, and has promised to fund the sum necessary to make this a permanent benefit to the school. His young son reads in the school, and it was to do honour to the school in which he reads that the Rái Sáhib gave this munificent gift. It would be well if his generous example were more frequently followed.

R. DICK,

Principal, Central Training College.

Appendix D.

Mayo School of Art.

APPENDIX D.

REPORT ON THE MAYO SCHOOL OF ART FOR 1883-84.

Attendance.

The number of students on the rolls is 62, and the average daily attendance is 50. This is an increase of eight on the rolls and 10 in the daily average of last year; and of 20 and 16 on the numbers for the year before last.

Nature of the school.

The school continues to keep the character imposed upon it by the general state of the arts in the Province, and the estimation in which they are held. It is not to be expected that there should be as much demand for draughtsmen, decorators, engravers, and the like, in the Punjab as in Calcutta, Bombay and Madras. And it will probably be some time before the cardinal fault of the school—its being less of a school in the strict sense of the word, than an atelier—will be remedied. It is an open question, too, whether this fault is of the vital importance that I am at times inclined to ascribe to it. The school has undoubtedly been the means of creating and fostering an appreciation of Indian art, which is spreading, and will continue to spread. And it is precisely because of the peculiarity that I deprecate and yet am unable to remedy, that it has been able to demonstrate, by the actual production of objects of Indian Art, by representations of old work, and by designs and suggestions, how much is possible. If the young men who have assisted in this work had found, as in theory more of them ought to have found, employment for their improved skill outside, we should have done less in this way. But though we can do something to create a demand, the success of the school must eventually be dependent on the progress and commercial prosperity of the Province, and also on the enterprise of the people. This last quality, on which much depends, seems unfortunately to be the slowest in growth. And we have some right to complain that efforts steadily made to bring Punjab work to notice, and to improve it, have not been seconded as they might have been by the artisans of the Province. Money is going abegging for wood-work, metal-work, carpets, cotton-prints and other articles for which there is a demand in the London markets, but of which it seems impossible to obtain a punctual and continuous supply.

The shabby-genteel prejudice against manual labour is still strong, and, in the eyes of the classes who wish to rise, Government service is still regarded as the only goal worth striving for. I have no doubt that the liberal scholarships given in many schools or colleges are demoralizing in their effect; for men who are called upon to draw, model or paint for a small stipend, unreasonably persist in envying those who draw larger allowances "*for only reading.*" These scholarships have created a type of young man who deserves to be pitied, the *wazífa* hunter. Numbers of these come to us after fruitless experiences of other schools, protesting that they have a strong desire to learn "*some Arts,*" but generally admitting that they have lived to twenty years, more or less, without having ever felt any inclination to attempt any form of drawing or construction, and are in fact only seeking for a piece of bread. They hope to pick up a living as draughtsmen, but there are not many vacant places. To fit a number of these youths to earn a living would be charitable; but it is not the aim with which the School of Art was established. Nay, considering the kind of building and other work usually done in the offices where they get employment, it is directly antagonistic to that aim. I will venture further on to suggest a sort of compromise between the merely mechanical and thoughtless work which I find is often called "*drawing*" in this country, and paid as such, with some knowledge of the practice of Art and of its Indian developments.

Meanwhile, although a number of youths have come and gone, in a fashion which I think is peculiar to the artisan classes, some to the Railway works, some to join their parents in home work, and others to distant parts, leaving no indication by which one could judge of the benefit they had received, there are a number of men who, after a long time spent in the school, are now doing well in various capacities and applying the notions learnt here to their daily work. I may mention among these Bága Rám, a Lahore silversmith, whose father's business has greatly increased owing to his son's skill in design; Amír-ulla, a koftgar, who, working with his uncle in the bázár, has been doing some especially good and difficult work for a London dealer; Suráj-ud-dín, now of Ferozepore, probably the most skilful lacquered-wood turner in the Province, who has gained a certificate at the Calcutta Exhibition; Nand Singh, a draughtsman who has been employed in the office of the Curator of Ancient Monuments, with Muhammad Dín

Appendix D.

Mayo School of Art.

Nature of the school.

and Thákar Singh, both skilled architectural draughtsmen and colourists in the same office; Fateh Dín, a Ráj Mistrí and modeller, now an overseer at Sibi; Atma Singh, a Sikh carpenter draughtsman at Sukkur; Uttar Singh, now at Rawalpindi; Ghullá Singh, now in the service of His Highness the Mahárája of Kashmir; Nának Chand and Muhammad Dín, now painters and contractors; Dína Náth, a contractor at Amritsar; Kirpál Singh, teacher of the new Industrial school at Delhi; Jíwa Rám, in business as a painter at Murree—are all old students of the school who are doing well, and turning what they have learnt to good account.

The Calcutta Exhibition.

In prospect of the interruption to the school work by the absence of the Principal at the Calcutta Exhibition in November and December, only one of the usual two months' vacation was given, and the school re-opened in September instead of in October.

The preparations for the exhibition interfered in some degree with school-work proper, since the whole of the Punjab contributions passed through the School of Art. But they subserved to some extent the main purpose of the institution, which is the promotion of the industrial art of the Province; although I should be sorry to be understood to hint that a constant succession of exhibitions is desirable.

For use in the decoration of the Punjab court, a frieze of ornament, blazoning the names of the 32 districts of the Punjab, was painted by the senior students in the style of the fresco painting in Wazír Khán's mosque. The material was *tempera* on brown paper. No two panels were alike; and though there were some rough bits in the 144 feet prepared, the work was, I think, a satisfactory exposition of facility in design and rapidity of execution. It had precisely the effect anticipated, of framing in the court with a characteristic garniture of colour. A London dealer offered Rs. 50 for as much of it as he could manage to take down from the walls at the close of the exhibition; and though several feet were damaged by wet, dust and ladders, he had a good bargain.

As a central ornament of the court, to surmount a map of the Province, a large model of the armorial bearings of the Punjab was made in relief and moulded in paper, heraldically coloured and gilded. This measured seven feet along the base.

Designs were made and supplied for special objects intended to show varieties and applications of Punjab work, and several workmen came up from the districts to receive hints and instructions. Among these designs may be mentioned panels of ivory-inlay for Hoshiárpur, sketches of wood-work for Bhera and Chiniot, designs for lacquered-wood turning for Pákpattan in new forms, details of furniture for a carpenter in Lahore. We were also consulted about carpets, pardáhs, prints, &c.

The young carpenters Rám Singh II, Gurdit Singh, Fáyzu and Sundar Singh made inlaid boxes for exhibition. Maula Bakhsh, the leader of this class, produced in his leisure a really beautiful inlaid and carved cabinet, and an inlaid table, both of which were sold as soon as they were displayed in the court. He was also awarded a certificate and prize-medal for these works. Rám Singh, assistant teacher, exhibited a sideboard which I frequently heard described as the best piece of Indian furniture in the exhibition. For this he received a certificate and medal. He also showed some painted hanging *etagéres*. The school exhibited a painted sideboard and a lacquered couch and bracket. Kirpál Singh sent some drawing-room chairs, which found sale at once.

The following contributed coloured architectural drawings, principally of the *Káshi* decorated buildings in or near Lahore:—Sher Muhammad, Amír Bakhsh, Allah Dín, Muhammad Dín II, Ghulám Muhammad and Fazal Dín. For these a certificate of the first-class and silver medal, and also of the second-class and bronze medal, were awarded to the school collectively.

Gervaise Pinto, modeller to the school, and the Principal exhibited busts modelled from nature before the students; and the latter was awarded a certificate of the first-class and a silver medal.

I have the honour to append to this two photographs that may give an idea of one side only of the large area allotted to the Punjab.

On arriving at Calcutta with Dhanpat Rái, the clerk to the school, Sher Muhammad, Rám Singh and Amír Bakhsh, we found that, besides unpacking and displaying the Punjab contributions, we had to build in our space with partitions, to make stands, and in short do everything ourselves, while painting and other operations were going on and the space was encumbered with

Appendix D.

Mayo School of Art.

The Calcutta Exhibition.

scaffold-poles and packing-cases. Labour was dear and hard to get, and want of room to move trebled our toil. In this emergency the conduct of the men was most praiseworthy. They wrought early and late, and although we had the largest area, the greatest number of articles, and the smallest staff, we were ready for the opening day and saw our devices adopted by our neighbours; some of whom, indeed, we were able to help in decorative details.

Other work of the year.

Of the work done in the school the following items may be mentioned.

By the young carpenter boys a series of models of agricultural implements measured and made to one-fourth scale for the Lahore Museum. Some of these, as a Persian-wheel, a Jullundur sugar-mill, and an elaborate cart, cost more trouble and pains than might be at first imagined. These were accompanied by figures of men and oxen, &c., modelled and moulded in plaster by Gervaise Pinto and assistants. I regret that modelling and plaster-work, which must in time grow to be a trade here, are at present unpopular. A native newspaper, recently noticing the school, remarked that it did not see any particular use in teaching modelling. This could scarcely have been written anywhere but in the Punjab, where Muhammadan ideas have almost obliterated the natural Hindú tendency to plastic art.

Mr. Pinto and I have modelled busts from life before the men, hoping to show the Art in its most attractive form; but only one of the students of any faculty—Kálú, who is a Nábha student—shows any inclination to follow up this line. Three younger boys learning modelling promise fairly well, but it is too early to say much of their proficiency.

There are not, it is true, very many openings for modelling as yet; but they must increase with the progress of the Province. For Messrs. Phelps and Co. we have made a model of the arms of His Royal Highness the Duke of Connaught, about four feet six inches on its greatest length, of which copies will be cast in cement and heraldically coloured and gilded for their establishments at Simla, Lahore and Calcutta. A panel of the Royal Arms was also modelled for a State *haudah*.

An important but somewhat tedious work is the preparation of designs and drawings for carpets for which there is a demand. It is scarcely to be wondered at that the men do not like this work so well as some other things they are set to do. The patterns have to be carefully worked out on paper divided into minute squares, each representing a stitch. These drawings consume a great deal of time; but the carpet trade is of growing importance, and, if it is to command the best market, it is absolutely essential that the patterns shall be of the proper quality, and designers capable of producing good original designs will be in demand. For Messrs. Holme and Co., of London, we have for some months been employed in carpet-pattern drawing, and have not yet completed their order. For the same firm we have made working drawings of carved and inlaid furniture and other objects to be used by artisans in the districts working to their order.

It must be admitted that the apathy and want of enterprise of these artisans prevent their fully availing themselves of the opportunities which the demands of such firms as this now offer. And yet it must be left to them; for it is evident that an attempt on the part of Government to set up a sort of factory for the production of the objects now in demand, ornamental wood-work, lacquered-wood, chased copperware and cotton-prints, though it might be made profitable, would not in the end greatly profit the bázár. Nor is apathy the invariable rule. At Hoshiárpur an attempt is being made to meet a novel demand; some of the cotton-printers, though puzzled at first by unusually large orders, are utilising their opportunities; and at Amritsar a wood-carving atelier, which has already as much high-class work as it can execute, has been at work for some months. In these cases it is a foreign demand that is being supplied.

In designs for wood-work may be mentioned a sideboard for Mr. Tremlett executed for him at Gurgaon, with the exception of the decorative upper portion which was done by one of the students.

A musical conductor's bâton in ebony and silver, enclosed in a carved and gilded case, was designed and made for presentation to Mr. Munday, bandmaster of the 30th Regiment.

The most important piece of wood-work, both as regards its size and its value as training for the youths employed upon it, is a model to half-inch scale of the building for the new Chief Court from designs by Mr. Brassington, C.E. The decorative features are in brick, and of a kind not easily understood by drawings. The model, besides showing in the round the proportion

Appendix D.

Mayo School of Art.

and general scheme of the building, with a reality that no drawing can give, will be of great use to the workmen in making clear elaborate details. In this work the mistrí class, Maula Bakhsh, Rám Singh II, Fazal Dín, Gurdit Singh, Sundar Singh, and others, are employed, and they show great intelligence in working out the drawings.

Other work of the year.

In wall decoration, a design of ours for the colour decoration of the chancel of Dalhousie church has been carried out; but I have not yet seen it, and cannot say whether it has turned out successfully. We made also a design and prepared working stencils for coloured decoration for the interior of the ball-room of the Delhi Assembly Rooms; and for Major Hames some stencils were prepared for the decoration of a mess-room at Dera Gházi Khan. For the ornamentation of the upper room of the Mayo School of Art designs were made, with the idea of each student as he progressed contributing a panel in which his name would be inscribed. The call for coloured carpet drawings, however, has set this study of decorative painting aside for the present, but a large and elaborate design has been completed.

Drawings for the illustration of the *Journal of Indian Art* have also been made during the year; and this branch of our work promises to be of some use and importance.

For the Boston (U. S.) museum we have nearly completed a drawing to a large scale showing the coloured pottery decoration of the Golábí Bágh entrance. This commission came from Mr. A. Greenough, an American architect, who stayed for some months in Lahore during the cold season studying the local architecture, and who was good enough to take some interest in the school.

I understand, although I have received no official information on the subject, that the new Mission church at Pesháwar has been built substantially after our design, which was an attempt to combine some familiar features of Eastern architecture with the requirements of Christian worship. Our design, however, was confined to the interior and general arrangement; and the open work ambulatory in wood round the chancel which forms the chief ornament of the interior is of local production.

Surveying and mensuration.

It has been remarked above that the exhibition work interfered with school-work proper. I may explain that many of those who attend the school look upon all work, except practice in the use of geometrical drawing instruments, which shall fit them for a place in a drawing office, as time wasted; while the object of the school as laid down from the beginning is the study of ornamental design, and the improvement and the revival of industrial art, which has but little connection with the draughtsman's work so many wish to study. The greater part of this work, indeed, is diametrically opposed to all rational conceptions of art. But as we received several applications from youths who were unable to study for Roorkee, but yet thought they could find employment as draughtsmen or overseers after having learned mechanical drawing, I was desirous of setting apart a time and space for an architectural class. The exhibition preparations interfered to prevent this intention being fully carried out. And I find that, to be of any real use, youths so admitted should be taught surveying and mensuration, neither of which subjects can I teach.

At the Oriental College there is a class for "Engineering" in which these subjects are taught, but without any reference to Oriental art and architecture, which seems anomalous in a College that has Eastern poetry, literature and metaphysics for its chief studies. It may be worth consideration whether, in respect of this branch of instruction, the Oriental College and the School of Art could not combine to supplement each other's deficiencies. Each institution would probably be the gainer, in so far as status or prestige is concerned; while I know of no reason why they should not work harmoniously together. Executive officers of the Public Works Department frequently complain that their subordinates have theoretical knowledge only, are ignorant of details of construction and of ornament, and cannot make a free-hand sketch. Some of these young men will be the future designers of municipal and other buildings, and it is the worst feature of the decay of Indian art that their designs have no touch of the feeling for beauty that distinguishes all purely native buildings. It would seem to be a feasible arrangement for the Oriental College to hold its Engineering class at the School of Art, and to require from its students, in addition to surveying and mensuration, some proficiency in free-hand outline, architectural drawing and colouring, knowledge of carpentry and ornamental design; while a select class of the students of the School of Art would have the benefit of instruction in the former subjects.

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Newspaper illustrations.

I venture to notice a phase of popular art which, though now obscure, is sure in time to grow to some importance. Coarse and cheap lithographs are produced in some quantities for the illustration of popular legends; and I have frequently suggested that these rude pictures might be made a means of improving the popular taste, if they were drawn with more care and skill. But I have as frequently been assured that no improvement would be recognised by the people, and that the addition of a fraction to the low rate at which they are sold would stop the demand altogether. The absolute correctness of this view is by no means certain. Above the stratum of society that buys cheap pictures, lies that which takes in native newspapers; and an opening presents itself here for illustrations to such periodicals as the Delhi Punch and occasional issues of other journals. I enclose specimens of some of these, not as examples of school-work, for they are entirely done at home, but to show one of the uses to which an increasing knowledge of drawing will probably be put. I cannot speak very highly of the cartoons of the Delhi Punch, the subjects of which are prescribed to the draughtsman with no great regard to their suitability for illustration; but when compared with the purely conventional and rude scrawls of some native comic papers it is perhaps fair to claim for them some artistic intention. The portrait of the late Keshab Chander Sen issued in the *Koh-i-Núr* is in a better style; as also is that of the late Duke of Albany, given with the same paper. This last, indeed, would have repaid more careful printing and better paper. It is perhaps characteristic that through sheer carelessness the draughtsman forgot to reverse his picture, so that the decorations worn by the late Prince are shown on the right instead of on the left breast. It should be distinctly understood that these illustrations are in no sense school-work. I have no objection to assisting the men in such work; but although I have been occasionally consulted or shown a rough sketch, I have preferred, while indicating the way in which such things ought to be done, to leave the doing them entirely to the draughtsman. He is at least quite abreast of the popular demand and the publisher's enterprise; and it is upon these that progress depends. When better pictures are really wanted, and it is worth while to give a reasonable price for them, I have no doubt they will be forthcoming. It need scarcely be said that a spontaneous and popular application of art, touching the life of the people, has a different interest from that which purely official efforts may claim. Viewed in this light, the mention of these sketches will not, I trust, be considered irrelevant. In the course of time it is probable that lithography, which is cheap and easy, will be supplemented by wood-cutting and metal-plate engraving.

Students from out-districts.

The following youths are sent to Lahore by outstations for instruction, and furnished from Local Funds with scholarships:—

	Rs.
Jhang, Khoda Bakhsh	5
Kasur, Nizám Dín	6
„ Akbar Sháh	6
Núbha State, Púran	12
„ Kálú	12
Kapurthala, Kapúr Singh	20

A Gujrat student, Imám Alí, was sent back, as I found him exceedingly lax and inattentive to his work, and that he was spending every spare minute in reading for an examination, using the school as a sort of stepping-stone merely. Ghulám Muhammad from Hoshiárpur made no progress, and was sent back. The Deputy Commissioner of Shahpur was kind enough to send a youth from that district, where many crafts are practised, in August last. After he had spent two days in weeping for his home he was allowed to return thither.

Assistant teachers.

During this year Sher Muhammad and Rám Singh have acted as Assistant Masters superintending the work of juniors. They have worked well, and have justified the anticipations expressed when their appointment was mooted.

Ladies' class.

This was only opened for a short time on account of my absence at Calcutta till the 15th January. It was attended by five ladies, who painted studies from the living model and from plants, &c.

J. L. KIPLING,
Principal, Mayo School of Art.

APPENDIX E.

Appendix E.

Lawrence Military Asylum, Sanawar.

THE LAWRENCE MILITARY ASYLUM, SANAWAR.

The Lawrence Military Asylum, Sanáwar, is not included in the statistical returns, and the figures are therefore those of the annual inspection held in September 1883. There were at that time 424 boys and girls on the rolls, including 19 children of officials; 32 were in hospital, and 10 others were absent for various reasons. The orphanage contained 64 girls and very young boys in four divisions of the lowest or 1st Primary class. Their ages ranged from four to eight. In the boys' school a large proportion of the scholars belonged to the Lower Primary school, *viz.*, 63 in the 1st class, 36 in the 2nd class, and 32 in the 3rd class. The average ages in this department were from 8 to 12. The Upper Primary school contained 50 boys of the average age of 13 years, the Middle school contained 38 boys, and the Monitors' class 9 boys.

The girls' school contained only a Primary department and a class of monitresses. The 1st class contained 22 girls, the 2nd class 19, the 3rd class 36, the 4th class 16, and the 5th class 25. The average age of the girls corresponded to that of the boys in the same classes. The school-work was found to be in a satisfactory state in all classes, and in those which were examined by the Upper and Lower Primary and Middle school examinations, was found to be of unusual excellence. This result appeared to be due to very careful preparation, and to the encouragement of previous good reports. The physical condition of the children was generally good, but some defects were pointed out. More attention, it was thought, should be devoted to industrial employments. The boys had a good band, and no less than 85 boys were learning instrumental music. The girls had more household work to do than was commonly supposed outside of the Asylum, but there was no evidence in this department of the energy which might be observed in the school-room. There seemed to be room for improvement in the supply of food and clothing. In these and some other matters it may be hoped that certain obvious difficulties may be overcome by care and attention, and by such changes of the system as are likely to be introduced under a new Principal.

Appendix F.

Books examined by Text-Book Committee.

APPENDIX F.

LIST OF BOOKS EXAMINED BY THE TEXT-BOOK COMMITTEE DURING THE COLD WEATHER OF 1883-84.

Books approved by the Committee.

No.	Names of Books	Remarks
	ENGLISH.	
1	Lethbridge's Moral Reader ...	For the 3rd class of Middle schools.
2	Manual of Geography by the Christian Vernacular Education Society ...	Alternative.
3	Anderson's Geography ...	
4	Physics Primer ...	For High schools, and also for Middle schools where practicable.
5	Chemistry Primer ...	For High schools.
6	Blanford's Physical Geography, Chapters I, II, III, VIII, IX and X ...	
7	Cuningham's Sanitary Primer ...	For Middle schools.
8	Sime's Second Reader ...	For the 2nd class of Middle schools.
9	Murdoch's Manual of English Grammar published by the Christian Vernacular Education Society ..	Alternative.
10	Morris's English Grammar ...	
11	Lethbridge's Selections from Modern English Literature ...	With certain omissions.
12	P. Ghosh's Arithmetic	For University education.
13	Griffith and Farran's Poetry for the young ...	
14	Wheeler's short History of India ...	
15	Collier's History of the British Empire ...	Alternative.
16	Lethbridge's History of England ...	
17	Edith Thompson's History of England ...	
18	Lethbridge's History of India ...	Alternative.
19	Hunter's Brief History of the Indian people ...	
20	Sixth Royal Reader ...	Alternative with Lethbridge's Selections from Modern English Literature for use in High schools, with the omission of the following pieces :— Cotter's Saturday Night, pages 141, 142, Rhetorical pieces, pages 168 to 175. Boys should be required to read only the portion of the book in large print as a part of their regular lessons.
21	Pyári Charn Sarkár's Readers of Macmillan's series.	Alternative Readers for Government schools, the first three for the 4th and 5th classes of Primary schools, and the fourth, fifth and sixth for the 1st and 2nd classes of Middle schools ; certain portions marked by Mr. Dick being omitted.
22	Waiz of Lankuran ...	Approved for school libraries.
23	Lála Káshí Rám's articles on sanitation ...	
	URDU.	
24	Urdú Reader No. I, with poems on moral subjects ...	As far as they are completed.
25	" No. II ...	
26	" No. III ...	
27	" No IV ...	
28	Urdú edition of the Introductory Primer ...	For the 1st class of the Middle school.
29	Urdú of the Physics Primer, with a chapter on mechanical powers.	For the 2nd class of the Middle school.
	PANJABI.	
30	Panjábí translation of the First Urdú Reader by Bhái Sardúl Singh ...	Pending preparation of translation of revised editions.
31	" " of Second Urdú Reader by do.	
32	" " of Third Urdú Reader by Lála Behárí Lál.	
33	" " of Fourth Urdú Reader by do.	
34	Manohar Várta.	
35	Ratan Mála.	
36	Binai Patrika, parts I to VIII,	
37	Vyakarn Sár ...	For the 4th and 5th classes of Gurmukhí Primary schools.
38	Gyán Sikhya ...	Pending completion and translation of the Urdú Readers.
39	Vidya Ratnákar ...	
40	Selections from the Upanishads and Smritís, revised edition ...	
41	Panjábí translation of Lethbridge's Easy Introduction to the History of India ...	
42	Panjábí Dialogues by Pandit Sarda Rám ...	For the examination of Military officers.
43	Sikhán-di Ráj-di Vithya ...	Do. with the omission of part II and the last 10 out of the 20 stories containing an account of the life of Bábá Nának at the end.

Appendix F.

Books examined by Text-Book Committee.

Books approved by the Committee—concluded.

No.	Names of Books	Remarks
	HINDI.	
44	Shabdochcháran by Bábú Navín Chandra Rái...	For Hindí Primary schools.
45	Hindí kí pahli pustak by Lála Mulráj, M.A. ...	
46	Varna prakáshika, parts I and II ..	
47	First and Second Hindí Readers, Punjab series	
48	.. .. Central Provinces...	
49	Bálsikshá, parts I and II ..	
50	Sikshá Sár ..	
51	Sikshá Manjárí, parts I and II ..	
52	Gyán Chálísí ..	
53	Third Hindí Reader } Central Provinces ...	
54	Fourth Hindí Reader }	
55	Srishtí ka varnan ...	
56	Vidyankur ...	
57	Lakshmí Saraswatí Sambád, part I ...	
58	Bodhodaya ..	
59	Charúpátha parts I and II ..	
60	Gutka, part I ...	
61	Suta prabodh ..	
62	Bhásha bháskar by Rev. Ethrington .	
63	Navína Chandrodaya .	
64	Ganit prakásh (pending preparation of Hindí version of Sime's Arithmetic) ...	
65	Bhúgol varnan ...	
66	Lakshmí Saraswatí, part II ...	
67	Charúpátha, part III ...	
68	Gutka, part II ..	
69	Satwabodh ...	
70	Kshetra Chandríka ...	

Books examined, but not approved by the Committee.

1. Clarke's Geographical Reader.
2. Miftáh-ul-arz.
3. Sime's Poetical Selections.
4. Geography of the Oceans, by J. F. Willlams, F.R.G.S.
5. Fuller's Agricultural Primer.
6. Urdú translation of ditto.
7. Lála Mansá Rám's book on Agriculture.
8. Mr. Sime's Mensuration in Urdú.
9. Mr. Buchanan's two English Readers for Middle schools in manuscript.
10. Dr. Stulpnagel's English Reader in manuscript.
11. Rowe and Webb's English Reader.
12. The Aina-i-Hind } Two Vernacular journals on scientific subjects,
13. The Fanún } agriculture and industrial occupations.

Appendix G.

Central Book Depot and Educational Press.

APPENDIX G.

REPORT ON THE GOVERNMENT CENTRAL BOOK DEPOT AND EDUCATIONAL PRESS FOR 1883-84.

The following new books were issued during the year:—

(1) Urdú translation of Huxley's Introductory Primer.
(2) Ditto of Balfour Stewart's Physics Primer.
(3) Panjábí version of Lethbridge's Easy Introduction to the History of India.
(4) Arithmetic, part II, by Mr. Sime.

The important reprints issued during the year are the following:—

1.	Qáida-i-Urdú	149,200
2.	Urdú-ki-pahli Kitáb	54,500
3.	Urdú-ki-dúsri do.	33,900
4.	Urdú-ki-tísri do.	14,900
5.	Urdú-ki-chauthi do.	12,400
6.	Fársi-ki-pahli do.	20,000
7.	Fársi-ki-dúsri do.	15,000
8.	Qawáid-i-Urdú	5,000
9.	Guldasta-i-Dánish	5,000
10.	Masdar-i-Faiyúz	3,000
11.	Qasas-i-Hind, part I	8,400
12.	Ditto part II	10,000
13.	Mashq-i-Nastáliq, part I	10,000
14.	Ditto part II	7,000
15.	Hisáb ka pahla hissa	14,900
16.	Hisáb ka dúsra hissa	10,000
17.	Risála-i-Musáhat	9,900
18.	Miftáh-ul-arz	6,000
19.	Sarmáyá-i-Khirad	3,000
20.	Gulistán ke do báb ká intikháb ...	12,400
21.	Rasúm-i-Hind	5,000
22.	Ganjína-i-Khirad	5,000
23.	Ilm-i-tabíyát ka Ibtidái resála ...	13,000
24.	Mabádi-ul-alúm	13,000
25.	Jugráfia-i-Hind	3,000
26.	Safwatul Masádir	5,000
27.	Paráyá-i-Khirad	2,500
28.	Tahrír Uqlaidas Maqála-i-awwal ...	2,500
		453,500

There has been no deficiency in the supply of books required by Head-Masters, District Inspectors, Managers of Aided schools, and private book-sellers; and the orders of Government regarding additional copies of notifications, &c., have been complied with promptly.

50,000 copies of the Urdú and the same number of copies of the Panjábí version of Dr. Bellew's dialogues on village sanitation have been supplied to that officer.

The Qáida-i-Urdú continues to be printed from the electroplates, and they do not appear to have suffered from erasion.

During the year under report a sum of Rs. 63,311-3-2 was drawn from the Treasury, and printing paper, lithographic stones, &c., of the estimated value of Rs. 13,337-8 were received from the Superintendent of Stationery, Calcutta, so that the total receipts from Government amounted to Rs. 76,648-11-2. From this the following items should be deducted, *viz.*, Rs. 2,697 on account of paper for the *Urdú Gazette*, Rs. 2,100 approximate cost of translating the matter for the same, Rs. 1,200 on account of registration of books under Act XXV of 1867, Rs. 7,969-3-3 on account of books supplied to libraries, and Rs. 107-12-6 on account of books supplied on the public services. The net receipts, therefore, after deducting the sums above named, amounted to Rs. 62,574-11-5.

The sum of Rs. 56,651-10-11 was paid into the Treasury on account of ordinary sales of the Depôt, exclusive of Rs. 1,276-14-3 on account of sale of books received from the Secretariat; and Rs. 10,986-11-0 were credited to the Book Depôt and the Educational Press by transfer entry. So that the total payments made to Government, exclusive of payments into the Treasury on account of books received from the Secretariat, amount to

Appendix G.

Government Central Book Depot and Educational Press.

Rs. 67,638-5-11; hence the payments made to Government exceed the receipts during the year by Rs. 5,063-10-6. At the close of 1882-83 the excess paid to Government over receipts amounted to Rs. 6,474-6-8, and the excess of payments over the receipts during 1883-84 has been Rs. 5,063-10-6; so that the total excess of payments over receipts amounted to Rs. 11,538-1-2. The annexed statements show the financial operations of the year (1) for the Educational Press, (2) for the Book Depôt, and (3) for the two institutions combined.

The following statement shows the value of English and Vernacular books brought on to stock and issued during the year:—

Books and Maps	In stock at the close of 1882-83			Brought on to stock during the year			Total			Issued during the year			Balance at the close of the year		
	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.
English ...	89,337	14	10	22,155	6	6	1,11,493	5	4	22,915	10	11	88,577	10	5
Vernacular ...	40,700	11	0	68,696	2	4	1,09,396	13	4	66,388	6	7	43,008	6	9
Total ...	1,30,038	9	10	90,851	8	10	2,20,890	2	8	89,304	1	6	1,31,586	1	2

The sum of Rs. 90,851-8-10 under the head of books brought on to stock is made up as follows:—

	Rs.	A.	P.
English books ordered from England ...	6,061	0	0
Official books received during the year ...	4,258	6	6
English books published by the Department	3,892	9	6
Do. purchased locally ...	3,433	4	0
Vernacular books delivered by the Educational Press	42,464	4	6
Vernacular books purchased in India ...	7,300	5	1
English books received back	251	12	0
Vernacular " " "	245	9	9
Enhancement made to the price of English books and discount allowed by publishers	4,258	6	6
Enhancement made to the price of Vernacular books and discount allowed by publishers	18,685	15	0
Total ...	90,851	8	10

The following is the detail of books issued during the year:—

	Rs.	A.	P.
Sold to Deputy Commissioners... ...	24,063	7	6
Supplied to College and school libraries ...	7,569	14	3
" for prizes	469	14	9
" to Director's Office Library ...	278	2	6
" to Inspectors of Schools for libraries and prizes	349	12	7
Sold to the Head-masters of District and Normal schools	14,216	13	8
Sold to the Superintendents of Regimental schools	913	15	0
Cash and miscellaneous sales	41,220	3	6
Sold to the Superintendents of Jails ...	114	1	3
Supplied on the public service... ...	107	12	6
Total ...	89,304	1	6

During the year the Translators have translated—

(1) Huxley's Introductory Primer,
(2) B. Stewart's Physics Primer,
(3) Jevon's Logic Primer,
and 1,448 pages of original matter for the *Urdú Gazette.*

CHANDRA NATH MITTRA,
Curator, Government Book Depôt.

Financial Statement of the Government Educational Press for the year 1883-84.

	Rs.	A.	P.	Rs.	A.	P.
Tools and plant at the beginning of the year	24,866	11	10			
Outstandings ditto ditto	117	6	0	24,984	1	10
AMOUNT DRAWN FROM TREASURY.						
Establishment of the Press	13,438	14	7			
Press Contingencies	16,970	0	11			
Value of printing paper, lithographic stones, &c., received from the Superintendent of Stationery, Calcutta	13,337	8	0	43,746	7	6
Advance received from the Depôt during the year	...	...	...	4,872	7	9
Excess of outturn of work over receipts	...	...	...	7,367	11	8
TOTAL ...	...	...	...	80,970	12	9

	Rs.	A.	P.	Rs.	A.	P.
PAID INTO TREASURY.						
Proceeds of the Press	97	12	0			
ADJUSTED BY TRANSFER ENTRY.						
Proceeds of the Press, being outturn of work done for the Secretariat and other offices	10,868	6	6			
Books supplied to the Depôt	42,464	4	6			
Estimated cost of printing paper used in printing the *Urdú Gazette* ...	2,697	0	0	56,127	7	0
Tools and plant at the close of the year	19,519	14	8			
Outstandings ditto ditto	5,323	7	1	24,843	5	9
TOTAL ...	...	...	...	80,970	12	9

Financial Statement of the Government Central Book Depot for the year 1883-84.

ASSETS AT THE BEGINNING OF THE YEAR.	Rs.	A.	P.	Rs.	A.	P.
Cash ...	289	12	6			
Stock ...	1,30,038	9	10			
Outstandings ...	10.588	1	9			
Tools and plant ...	1.900	0	0	1,42,816	8	1
DRAWN FROM THE TREASURY.						
Pay of Curator and Establishment, including Translators ...	11,345	13	10			
Contingencies ...	2,795	12	8			
Purchase of books ...	18,760	9	2			
	32,902	3	8			
Deduct.						
Value of library books supplied to Colleges and Schools, the price of which has been adjusted by the Accountant General in the mode indicated in Punjab Government order No. 1802, dated 30th May 1879 ...	7,969	3	3	24,933	0	5
Books received from the Civil Secretariat ...	...	...	...	4,258	6	6
Value of books received from the Educational Press ...	...	...	...	42,464	4	6
Debts or demands payable ...	...	...	...	1,410	2	3
Profits on the year's transactions ...	...	...	...	832	4	7
TOTAL ...	...	...	...	2,16,714	10	4

PAID INTO TREASURY.		Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.
Sale proceeds paid into the Bank of Bengal, Lahore ...		57,475	14	8						
Amount received on account of postage of books sold, paid into Treasury ...		177	14	6						
Ditto ditto Ludhiána ditto		0	8	0						
Amount received on account of registration fee of copyright of books under Act XXV of 1867, paid into Bank of Bengal, Lahore ...	106 8 0									
Do. do. Delhi ...	64 0 0									
Do. do. Ludhiána ...	6 0 0									
		176	8	0	57,830	13	2			
ADJUSTED BY TRANSFER ENTRY.										
Sale of books ...					118	4	6	57,949	1	8
Cost of registration of books ...					1,200	0	0			
Approximate cost of translating the *Punjab Gazette* ...					2,100	0	0			
Value of books supplied on public service ...					107	12	6	3,407	12	6
Debts paid ...					...	...	.	1,644	4	9
Advanced for books, &c. ...					1.107	2	10			
Do. to Press during the year ...					4,872	7	9	5,979	10	7
By Balance :—										
Cash ...					191	7	6			
Stock ...					1,31.586	1	2			
Inefficient ...					13,824	0	2			
Tools and plant ...					2,112	4	0	1,47.733	12	10
TOTAL ...					...	..	...	2,16,714	10	4

Appendix G.—Central Book Depot and Educational Press.

Appendix G.

Central Book Depot and Educational Press.

Financial Statement of the Government Central Book

ASSETS AT THE BEGINNING OF THE YEAR.	Rs.	A.	P.	Rs.	A.	P.
Cash	289	12	6			
Stock	1,30,038	9	10			
Outstandings	10,705	7	9			
Tools and plant	26,766	11	10			
				1,67,800	9	11
AMOUNT DRAWN FROM THE TREASURY.						
Pay of Curator and Establishment, including Translators	11,345	13	10			
Contingencies of the Book Depôt ...	2,795	12	8			
Purchase of books	18,760	9	2			
Pay of Educational Press establishment ...	13,438	14	7			
Press Contingencies	16,970	0	11			
Total ...	63,311	3	2			
Deduct.						
Value of library books supplied to Colleges and Schools, the price of which has been adjusted by the Accountant-General in the mode indicated in Punjab Government order No. 1802, dated 30th May 1879 ...	7,969	3	3			
				55,341	15	11
Printing paper, &c., received from the Superintendent of Stationery, Calcutta ...	...	...	...	13,337	8	0
Books received from the Civil Secretariat ...	...	...	...	4,252	6	6
Debts or demands payable	...	...	...	1,410	2	3
Profits on the year's transactions ...	...	...	...	1,907	5	4
TOTAL ...	...	...	...	2,44,049	15	11

Depot and the Educational Press for the year 1883-84.

		Rs.	A.	P	Rs.	A.	P.
Paid into Treasury.							
Sale proceeds of books paid into the Bank of Bengal, Lahore		57,475	14	8			
Amount received on account of postage of books sold, paid into Treasury ...		177	14	6			
Do. do. Ludhiána do. ...		0	8	0			
Amount received on account of registration fee of copyright of books under Act XXV of 1867, paid into Bank of Bengal, Lahore	Rs. A. P. 106 8 0						
Do. do. Delhi	64 0 0						
Do. do. Ludhiána	6 0 0	176	8	0			
Proceeds of the Educational Press ...		97	12	0			
					57,928	9	2
Adjusted by Transfer entry.							
Sale of books		118	4	6			
Proceeds of the Educational Press ...		10,868	6	6			
					10,986	11	0
Advanced for books		...	...	...	91	15	0
Debts paid		...	...	...	1,644	4	9
Miscellaneous.							
Estimated value of paper expended in printing the *Urdú Gazette*		2,097	0	0			
Cost of registration of books		1,200	0	0			
Approximate cost of translating the *Punjab Gazette*		2,100	0	0			
Value of books supplied on public service ...		107	12	6			
					6,104	12	6
By Balance.							
Cash		191	7	6			
Stock		1,31,586	1	2			
Inefficient		13,884	0	2			
Tools and plant		21,632	2	8			
					1,67,293	11	6
Total ...		...	...	...	2,44,049	15	11

STATEMENTS.

EDUCATION—GENERAL FORM 1.

Return of Colleges, Schools and Scholars for the official year 1883-84.

Area and Population of the Province					Colleges, Schools and Scholars	University Education	Secondary Education		Primary Education	Special or Technical Education					Average number of square miles of cultivated area to each School			Percentage of Schools and Scholars to Population		
Number of Districts	Number of Divisions	Total area	Cultivated area	Total population		Colleges	High schools	Middle schools	Primary schools	Training Colleges	Schools of Art	Medical schools	Normal schools	Industrial schools	High schools	Middle schools	Primary schools	High schools	Middle schools	Primary schools
1	2	3	4	5	6	7	8	9	10	11*a*	11*b*	11*c*	11*d*	11*e*	12	13	14	15	16	17
32	10	107,010	36,656	18,842,264	*Institutions* ... For Males ...	2	26	211	1,629	1	1	1	4	3	1,410	175	22	0·0001	0 0011	0 0086
					Institutions ... For Females ...	...	...	6	336	...	...	...	6	1	...	6,109	109	...	...	0 0018
					Total ..	2	26	217	1,965	1	1	1	10	4	1,410	169	19	0·0001	0·0011	0 0104
					Scholars ... Males ...	152	928	6,774	106,901	57	62	159	206	79	...	...	.	0 0049	0·0359	0 5673
					Scholars ... Females ...	...	..	20	10,358	...	...	...	191	19	...	...	...	...	0·0001	0·0549
					Total ...	152	928	6.794	117,259	57	62	159	397	98	.	..	...	0 0049	0 0360	0 6222

Return of Colleges, Schools and

CLASS OF INSTITUTIONS	GOVERNMENT INSTITUTIONS							AIDED INSTI		
	Number of Institutions	Number of scholars on the rolls on 31st March	Average number on the rolls during the year	Average daily attendance	No. of Scholars on 31st March learning			Number of Institutions	Number of scholars on the rolls on 31st March	Average number on the rolls during the year
					English	A classical language	A vernacular language			
1	2	3	4	5	6	7	8	9	10	11
UNIVERSITY EDUCATION — ARTS COLLEGES—										
English	1	128	129	115	128	128	...	1	24	23
UNIVERSITY EDUCATION — Colleges or Departments of Colleges for Professional Training										
Teachers	1	57	46	40	27	30	30	...	...	...
SECONDARY EDUCATION — HIGH AND MIDDLE SCHOOLS—										
For Boys... High Schools English ...	11	613	601	532	588	555	213	15	315	299
For Boys... High Schools Vernacular...	...	...	...	...	...	...	...	...	...	...
For Boys... Middle Schools English ..	58	2,574	2,688	2,380	2,540	2,574	2,196	25	1,056	1,094
For Boys... Middle Schools Vernacular...	128	3,144	3,307	2,865	...	3,144	3,144	...	...	...
For Girls Middle Schools English ...	...	...	...	...	...	...	...	5	17	27
For Girls Middle Schools Vernacular ..	...	...	...	...	...	...	...	1	3	4
PRIMARY EDUCATION — For Boys... English	126	18,057	16,911	14,441	4,472	7,605	18,057	94	8,923	8,686
PRIMARY EDUCATION — For Boys... Vernacular... ...	1,377	79,102	73,856	61,490	...	20,381	79,102	32	819	846
PRIMARY EDUCATION — For Girls English	...	...	...	...	...	...	...	21	835	846
PRIMARY EDUCATION — For Girls Vernacular... ...	140	3,794	3,842	2,952	...	741	3,662	175	5,729	5,586
SCHOOLS FOR SPECIAL OR TECHNICAL TRAINING—										
School of Art	1	62	58	50	62	...	...	...	...	...
Medical School	1	159	166	158	77	...	82	...	...	...
Normal schools for Masters ...	3	174	162	146	...	174	174	1	32	33
Normal schools for Mistresses ...	...	...	...	...	...	...	...	6	191	168
Industrial schools	3	79	82	74	12	6	18	1	19	21
Total	1,850	107,943	101,848	85,243	7,906	35,338	106,678	377	17,963	17,633

RAL FORM 2.

Scholars for the official year 1883-84.

TUTIONS.						GRAND TOTAL OF SCHOLARS ON 31ST MARCH LEARNING			CLASSIFICATION ACCORDING TO RACE OR CREED OF THE SCHOLARS ON 31ST MARCH					
Average daily attendance	No. of Scholars on 31st March learning			Grand total of Institutions	Grand total of scholars on 31st March									
	English	A classical language	A vernacular language			English	A classical language	A vernacular language	Europeans and Eurasians	Native Christians	Hindûs	Muhammadans	Sikhs	Others
12	13	14	15	16	17	18	19	20	21*a*	21*b*	21*c*	21*d*	21*e*	21*f*
21	24	24	...	2	152	152	152	...	...	...	112	18	22	...
...	...	...	...	1	57	27	30	30	...	...	31	20	6	...
251	315	310	284	26	928	903	865	497	40	16	563	230	77	2
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
920	1,056	1,056	1,042	83	3,630	3,596	3,680	3,238	71	26	2,293	913	318	
...	...	...	...	128	3,144	...	3,144	3,144	...	...	1,727	1,074	343	...
26	17	11	10	5	17	17	11	10	9	8	...	...	...	...
3	...	3	3	1	3	...	3	3	...	...	...	3	...	...
7,202	4,610	3,878	8,871	220	26,980	9,082	11,483	26,928	312	153	16,307	8,340	1,768	100
606	12	67	819	1,409	79,921	12	20,448	79,921	...	128	39,188	32,631	7,320	654
760	815	92	235	21	835	815	92	235	636	180	..	6	...	13
4,175	24	318	5,729	315	9,523	24	1,059	9,391	...	124	3,417	3,900	1,778	304
...	...	...	...	1	62	62	...	..	...	4	15	30	13	...
...	...	...	...	1	159	77	...	82	2	8	87	45	17	...
29	17	32	32	4	206	17	206	206	...	7	89	89	21	...
134	4	34	185	6	191	4	34	185	4	22	90	49	26	...
18	...	...	...	4	98	12	6	18	...	1	2	92	1	2
14,145	6,894	5,825	17,210	2,227	125,906	14,800	41,163	123,888	1,074	677	63,921	47,440	11,710	1,084

Return of Expenditure on Educational

CLASS OF INSTITUTIONS	EXPEND								
	GOVERNMENT INSTITUTIONS							AIDED	
	Provincial Revenues	Local rates or cesses	Endowments	Fees	Municipal Grants	Other sources	Total	Provincial Revenues	Local rates or cesses
1	2a	2b	2c	2d	2e	2f	2	3a	3b
UNIVERSITY EDUCATION — ARTS COLLEGES—									
ENGLISH	44,054	...	...	2,760	...	...	46,814	5,400	...
UNIVERSITY EDUCATION — COLLEGES OR DEPARTMENT OF COLLEGES FOR PROFESSIONAL TRAINING—									
TEACHERS	13,174	3,605	...	...	...	...	16,779	...	...
SECONDARY EDUCATION — HIGH & MIDDLE SCHOOLS									
FOR BOYS — English ...	1,34,558	6,407	3,519	25,026	11,200	2,065	1,82,775	37,557	60
FOR BOYS — Vernacular ...	372	32,985	...	4,188	15,401	60	53,006	...	...
FOR GIRLS — English ...	...	...	...	...	...	...	...	2,940	...
FOR GIRLS — Vernacular ...	...	...	...	...	...	...	...	110	...
PRIMARY EDUCATION — PRIMARY SCHOOLS									
FOR BOYS — English ...	32,111	9,437	2,712	37,802	40,396	1,569	1,24,027	41,675	...
FOR BOYS — Vernacular ...	1,324	2,38,960	120	17,493	24,990	1,794	2,84,681	960	...
FOR GIRLS — English ...	...	...	...	...	...	...	...	34,199	...
FOR GIRLS — Vernacular ...	2,224	8,190	251	1	7,800	528	18,994	16,568	1,231
SCHOOLS FOR SPECIAL OR TECHNICAL TRAINING									
SCHOOL OF ART	14,476	...	...	...	...	...	14,476	...	...
MEDICAL SCHOOL	50,404	...	...	...	3,502	2,074	55,980	...	...
NORMAL SCHOOLS FOR MASTERS ..	3,078	8,885	...	...	...	...	11,963	2,700	...
" " MISTRESSES	...	...	...	...	...	...	...	11,003	...
INDUSTRIAL SCHOOLS	120	384	...	...	715	480	1,699	180	...
UNIVERSITY	...	...	...	...	...	...	...	21,000	...
DIRECTION	44,172	...	...	...	...	...	44,172	...	...
INSPECTION	66,937	57,530	181	...	...	155	1,24,803	...	...
SCHOLARSHIPS — COLLEGES	11,095	3,352	236	...	269	3,796	18,748	* 1,314	...
SCHOLARSHIPS — SCHOOLS ...	27,923	44,876	2,317	26	9,421	2,077	86,640	4,959	1,167
BUILDINGS	8,602	42,058	...	...	35,940	...	86,595	6,776	...
MISCELLANEOUS	† – 9,636	...	...	...	...	† 68,916	† 59,280	3,039	...
TOTAL ...	4,44,988	4,56,664	9,336	87,296	1,49,634	83,514	12,31,432	1,90,380	2,458

* Includes Rs. 575 on account of scholarships given in the Oriental College, Lahore.

† Receipts of Book Depôt and Educational Press ... Rs. 68,916
Expenditure on " " " ... " 55,340
or Rs. 13,576 less.
Other expenditure Rs. 3,940

RAL FORM 3.

Establishments for the official year 1883-84.

ITURE									AVERAGE ANNUAL COST OF EDUCATING EACH PUPIL			
INSTITUTIONS									GOVERNMENT INSTITUTIONS		AIDED INSTITUTIONS	
Endowments	Fees	Municipal Grants	Other sources	Total	Total Government expenditure	Total expenditure from other sources	Grand Total of expenditure	Percentage on total expenditure	Total cost	Cost to Government	Total cost	Cost to Government
3c	3d	3e	3f	3	4	5	6	7	8	9	10	11
									Rs. A.	Rs. A.	Rs. A.	Rs. A.
...	403	1,200	8,627	15,630	49,454	12,990	62,444	3·73	362 14	341 8	679 9	234 13
...	...	...	...	...	13,174	3,605	16,779	1·00	264 9	284 4	...	...
2,392	15,576	3,994	33,773	93,352	1,72,115	1,04,012	2,76,127	16·50	55 9	40 14	67 0	26 15
...	...	...	...	...	372	52,634	53,006	3·17	16 1	0 2	...	...
...	2,876	...	3,140	8,956	2,940	6,016	8,956	0·54	...	...	331 11	108 14
...	...	...	110	220	110	110	220	0·01	...	...	55 0	27 8
2,572	25,135	2,530	27,680	99,592	73,786	1,49,833	2,23,619	13·36	7 5	1 14	11 7	4 13
844	53	600	4,001	6,458	2,284	2,88,855	2,91,139	17·40	3 14	0 0 3	7 10	1 2
...	24,903	1,220	25,098	85,420	34,199	51,221	85,420	5·10	...	...	100 15	40 7
682	115	3,693	39,530	61,819	18,792	62,021	80,813	4·83	11 2	3 0	8 9	2 0
...	...	...	...	...	14,476	...	14,476	0·87	249 9	249 9	...	...
...	...	...	...	...	50,404	5,576	55,980	3·35	337 13	303 10	...	...
...	80	...	5,630	8,410	5,778	14,595	20,373	1·22	73 14	19 0	254 13	81 13
..	135	...	1,574	12,712	11,003	1,709	12,712	0·76	...	...	75 11	65 8
...	...	...	536	716	300	2,115	2,415	0·14	20 11	1 7	34 1	8 9
...	...	...	...	21,000	21,000	...	21,000	1·26				
...	...	...	...	...	44,172	...	44,172	2·64				
...	...	...	...	...	66,937	57,866	1,24,803	7 46				
...	...	...	1,337	2,551	12,409	8,890	21.299	1·27				
46	493	2,717	5,808	15,190	32,882	68,948	1 01,830	6·09				
...	...	...	...	6.776	15,378	77,993	93,371	5·58				
...	...	...	...	3,039	−6,597	68,916	62,319	3·72				
6,536	69,769	15,954	1,56,744	4,41,841	6,35,368	10,37,905	16,73,273					

EDUCATION—GENERAL FORM 4.

Return showing the result of prescribed Examinations during the official year 1883-84.

NATURE OF EXAMINATION		Number of Institutions sending Examinees			Number of Examinees				Number of Passed				Percentage of passed scholars on total number on rolls at beginning of the year	
		Government Institutions	Other Institutions	Total	Government Institutions	Other Institutions	Private Students	Total	Government Institutions	Other Institutions	Private Students	Total	Government Institutions	Other Institutions
1		2	3	4	5	6	7	8	9	10	11	12	13	14
ARTS COLLEGES—														
Master of Arts and M. O. L.		2	...	2	4	...	3	7	1	...	2	3	20·0	...
Bachelor of Arts and B. O. L.		2	...	2	16	...	15	31	8	...	5	13	21·6	...
First Arts and Intermediate		2	1	3	51	3	32	86	27	2	10	39	22·9	25·0
SCHOOLS—														
Matriculation ...		11	14	25	242	163	*151	556	119	70	*37	226	25·4	34·2
Middle School Examination ...	Boys	170	25	195	1,377	324	*400	2,101	935	154	*145	1,234	18·2	15·9
	Girls	...	1	1	...	8	3	11	...	1	1	2	...	4·8
Upper Primary School Examination ...	Boys	1,307	49	1,356	6,061	619	...	6,680	4,144	480	...	4,624	29·1	30·1
	Girls†	12	16	28	27	55	..	82	14	33	...	47	9·2	19·0
Lower Primary School Examination ...	Boys	1,462	292	1,754	12,358	1,024	...	13,382	8,935	785	...	9,720	11·9	9·0
	Girls†	73	34	107	137	178	...	315	31	99	...	130	0·9	1·6

* Including students from Government and Aided Institutions such as Normal schools which do not specially prepare candidates for these examinations, and schools not under regular inspection and situated mostly in Native States.

† 16 out of 18 who passed the Upper Primary School Examination, and 69 out of 89 who passed the Lower Primary School Examination, were Europeans.

SUBSIDIARY FORM No. 1.

Statistical Return of Colleges for the official year 1883-84.

DISTRICT	NAME OR CLASS OF INSTITUTIONS	Number of institutions	No. of scholars on the rolls on 31st March: Reading for Degree	Reading for First Arts Licentiate or corresponding examination	Total	Average number on the rolls during the year	Average daily attendance	Classification according to race or creed of the scholars on 31st March: Hindús	Muhammadans	Sikhs	No. of scholars on 31st March learning: English	Urdu	Arabic	Persian	Sanskrit	Expenditure: Grants from Provincial Revenues	Local rates or cesses	Fees	Municipal grants	Other sources	Total	Annual cost of educating each scholar: Total cost	Cost to Government	Remarks
1	2	3	4a	4b	4	5	6	7a	7b	7c	8a	8b	8c	8d	8e	9a	9b	9c	9d	9e	9	10	11	12
	ARTS COLLEGES—																					Rs. A.	Rs. A.	
DELHI ..	ENGLISH—AIDED ...	1	3	21	24	23	21	19	4	1	24	...	3	20	4	5,400	...	403	1,200	8,627	15,630	679 9	234 13	One learns Latin privately
LAHORE ...	GOVERNMENT ...	1	29	99	128	129	115	93	14	21	128	...	15	86	32	44,054	...	2,760	...	...	46,814	362 14	341 8	
	GRAND TOTAL, ARTS COLLEGES ...	2	32	120	152	152	136	112	18	22	152	...	18	106	36	49,454	...	3,163	1,200	8,627	62,444	410 14	325 6	
	COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING—																							
	TEACHERS—GOVERNMENT	1	...	...	57	46	40	31	20	6	27	30	...	30	...	13,174	3,605	...	...	...	16,779	364 9	284 4	
	GRAND TOTAL, ALL COLLEGES ...	3	32	120	209	198	176	143	38	28	179	30	18	136	36	62,628	3,605	3,163	1,200	8,627	79,223	400 2	316 5	

Statistical Return of High and Middle Schools (English

DISTRICT	NAME OR CLASS OF INSTITUTIONS	Number of institutions	No. of Scholars on the Rolls on 31st March: In High School	In Middle School	Total	Average Number on the rolls during the year	Average daily attendance	Classification according to Race or Creed of the Scholars on 31st March: Europeans and Eurasians	Native Christians	Hindús	Muhammadans	Sikhs	Others
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f
	ENGLISH SCHOOLS												
DELHI ...	GOVERNMENT	4	75	157	232	250	206	3	3	165	61	...	...
	AIDED	3	23	90	113	116	97	...	2	103	6	1	1
	TOTAL FOR THE DISTRICT	7	98	247	345	366	303	3	5	268	67	1	1
GURGAON*	GOVERNMENT	2	19	66	85	93	80	..	...	75	10	...	...
KARNAL ...	GOVERNMENT	3	...	100	100	96	82	...	...	71	29	...	...
HISSAR ...	GOVERNMENT	2	...	37	37	36	32	...	...	29	8	...	...
ROHTAK ...	GOVERNMENT	2	...	52	52	53	47	...	...	42	9	1	...
SIRSA ...	GOVERNMENT	2	...	28	28	29	26	...	...	23	4	1	...
UMBALLA	GOVERNMENT ...	3	...	109	109	116	101	...	...	70	27	12	...
	AIDED	3	7	61	68	70	55	...	2	45	20	1	...
	TOTAL FOR THE DISTRICT	6	7	170	177	186	156	...	2	115	47	13	...
LUDHIANA	GOVERNMENT ...	3	81	84	165	178	158	...	...	79	59	27	...
	AIDED	2	24	51	75	84	74	...	4	47	24	...	...
	TOTAL FOR THE DISTRICT	5	105	135	240	262	232	...	4	126	83	27	...
SIMLA ...	GOVERNMENT	2	...	21	21	26	23	...	...	9	12	...	...
	AIDED (FOR EUROPEANS, &c.)	2	11	26	37	49	47	37	...	...	...	...	...
	TOTAL FOR THE DISTRICT	4	11	47	58	75	70	37	...	9	12	...	...
JULLUNDUR ...	GOVERNMENT	2	21	146	167	158	137	...	...	109	46	12	...
	AIDED	2	28	99	127	130	100	...	3	71	47	6	...
	TOTAL FOR THE DISTRICT...	6	49	245	294	288	237	...	3	180	93	18	...
HOSHIARPUR ...	GOVERNMENT	2	52	122	174	178	154	...	2	115	48	9	...
KANGRA...	GOVERNMENT	2	...	47	47	51	41	...	...	40	6	1	...
	AIDED	1	...	4	4	5	4	...	1	3	...	...	...
	TOTAL FOR THE DISTRICT...	3	...	51	51	56	45	...	1	43	6	1	...
AMRITSAR	GOVERNMENT	3	69	178	247	238	21[illegible]	..	2	132	59	52	2
	AIDED	3	30	85	115	116	9[illegible]	...	2	54	28	31	..
	TOTAL FOR THE DISTRICT...	6	99	263	362	354	30[illegible]	...	4	186	87	83	2
GURDASPUR ...	GOVERNMENT	6	46	223	269	284	255	...	3	159	77	30	...
	AIDED	2	3	1	4	4	4	...	4	...	...	...	...
	TOTAL FOR THE DISTRICT...	8	49	224	273	288	259	..	7	159	77	30	...
SIALKOT...	GOVERNMENT	3	...	87	87	87	78	...	...	52	22	13	...
	AIDED	2	24	66	90	90	73	...	1	43	27	17	2
	TOTAL FOR THE DISTRICT...	5	24	153	177	177	151	...	1	95	49	30	2

* 3 in vernacular.
† 1 in vernacular.

232	232	232	...	53	71	...	15,126	193	2,834	2,271	531	...	20,955	83 13	60 8	*16	23
113	90	112	...	1	84	...	3,359	...	...	1,068	...	4,808	9,235	79 10	28 15	4	16
345	322	344	...	54	155	.	18,485	193	2,834	3,339	531	4,808	30,190	82 8	50 8	20	39
85	85	85	...	6	41	...	4,384	...	...	825	212	...	5,421	58 5	47 2	6	8
83	98	98	...	44	...	...	4,972	695	...	458	1,019	...	7,144	74 7	51 13	...	10
37	37	37	...	..	...	...	2,392	119	...	301	329	...	3,141	87 4	66 7	...	7
52	52	52	...	...	...	..	2,655	256	...	306	450	...	3,667	69 3	50 0	...	4
28	28	28	...	...	...	...	2,030	...	...	205	570	...	2,805	96 12	70 2	...	...
109	109	109	...	4	8	...	6,434	617	...	720	118	4	7,893	68 1	55 7	...	26
68	68	45	...	...	23	...	1,320	...	102	366	...	1,635	3,423	48 14	18 14	2	11
177	177	154	...	4	31	...	7,754	617	102	1,086	118	1,639	11,316	60 13	41 11	2	37
154	114	103	...	59	81	.	6,119	841	...	1,406	1,843	...	10,209	57 6	34 6	†14	‡22
75	75	75	...	...	55	...	1,980	...	...	517	720	915	4,132	49 3	23 9	11	†20
229	189	178	...	59	136	..	8,099	841	...	1,923	2,563	915	14,341	54 12	30 15	25	42
21	21	21	...	...	...	...	2,557	...	...	199	3	86	2,845	109 7	98 6	...	2
37	37	...	...	...	37	.	5,100	...	2,200	4,234	...	...	11,534	235 6	104 1	7	1
58	58	21	...	...	37	.	7,657	...	2,200	4,433	3	86	14,379	191 11	102 1	7	3
148	164	164	...	15	...	...	7,308	218	685	1,057	294	...	9,562	60 8	46 4	§6	17
127	127	127	...	...	...	...	2,784	...	...	804	270	2,004	5,862	45 1	21 7	3	13
275	291	291	..	15	..	..	10,092	218	685	1,861	564	2,004	15,424	53 9	35 0	9	30
174	105	157	...	33	94	...	6,570	...	...	1,659	...	...	8,229	46 4	36 15	11	20
47	47	47	...	...	...	...	2,329	661	...	360	...	...	3,350	69 10	45 11	...	4
4	4	4	...	...	...	...	414	...	...	16	...	398	828	105 10	82 13	...	...
51	51	51	..	...	...	...	2,743	661	..	376	...	398	4,178	74 9	49 0	...	4
247	176	240	...	46	60	..	13,847	294	...	2,354	396	...	16,891	70 15	58 3	12	19
115	115	115	...	18	66	...	2,820	...	90	162	...	3,219	6,291	54 4	24 5	8	10
362	291	355	..	64	126	...	16,667	294	90	2,516	396	3,219	23,182	65 8	47 1	20	29
269	219	265	5	27	54	...	9,826	480	...	2,230	964	...	13,500	47 9	24 10	10	36
4	4	4	..	...	...	...	240	...	...	46	...	1,386	1,672	418 0	60 0	1	...
273	223	269	5	27	54	...	10,066	480	...	2,276	964	1,386	15,172	52 11	34 15	11	36
75	87	87	...	...	...	...	360	688	...	87	999	...	2,134	24 8	4 2	...	11
90	90	90	..	...	...	...	1,560	60	...	340	124	1,450	3,534	39 4	17 5	5	12
165	177	177	...	...	...	...	1,920	748	...	427	1,123	1,450	5,668	32 0	10 14	5	23

‡ 8 in vernacular.
§ In vernacular.

LAHORE ...	GOVERNMENT	5	113	228	341	347	320	...	2	215	97	27	...
	AIDED (FOR NATIVES) ...	2	57	125	182	170	145	...	3	131	41	7	...
	AIDED (FOR EUROPEANS, &C.)	2	9	23	32	31	28	32	...	...	...	...	...
	TOTAL FOR THE DISTRICT...	9	179	376	555	548	493	32	5	346	138	34	...
GUJRANWALA ...	GOVERNMENT	1	...	80	80	80	74	...	...	37	20	23	...
	AIDED	3	44	102	146	137	118	...	3	80	46	17	...
	TOTAL FOR THE DISTRICT...	4	44	182	226	217	192	...	3	117	66	40	...
FEROZEPORE.	GOVERNMENT	2	...	80	80	91	83	...	1	47	17	14	1
RAWALPINDI ...	AIDED (FOR NATIVES) ...	2	21	79	100	101	84	...	...	58	17	25	..
	AIDED (FOR EUROPEANS, &C.)	4	18	19	37	37	35	37	...	...	...	...	...
	TOTAL FOR THE DISTRICT...	6	39	98	137	138	119	37	...	58	17	25	...
JHELUM...	GOVERNMENT	2	...	94	94	99	87	...	...	60	26	7	1
GUJRAT ...	GOVERNMENT	2	54	111	165	168	153	...	...	87	62	16	...
	AIDED	1	...	52	52	49	41	...	..	21	31	...	...
	TOTAL FOR THE DISTRICT	3	54	163	217	217	194	...	...	108	93	16	...
SHAHPUR	GOVERNMENT	1	...	70	70	68	61	...	...	58	8	4	...
PESHAWAR	AIDED	2	16	67	83	88	74	...	1	51	27	3	1
HAZARA ..	GOVERNMENT	1	...	16	16	19	18	...	...	9	5	2	...
KOHAT ...	GOVERNMENT	1	...	34	34	40	36	...	...	14	11	9	...
MOOLTAN	GOVERNMENT	3	37	110	147	152	136	...	1	112	27	4	3
	AIDED	2	...	71	71	74	62	...	2	58	11	...	...
	TOTAL FOR THE DISTRICT	5	37	181	218	226	198	...	3	170	38	4	3
JHANG ...	GOVERNMENT	4	46	137	183	185	165	2	...	134	35	12	...
MONTGOMERY...	GOVERNMENT	1	...	26	26	26	23	...	...	16	4	6	...
MUZAFFARGARH	GOVERNMENT	1	...	16	16	19	16	...	...	13	3	...	...
D. I. KHAN	GOVERNMENT	1	...	32	32	33	30	...	...	28	3	1	...
	AIDED	1	...	27	27	28	25	...	...	18	7	2	...
	TOTAL FOR THE DISTRICT	2	...	59	59	61	55	...	...	46	10	3	...

FORM No. 2.

and Vernacular for Boys, for the official year 1883-84.

Number of Scholars on 31st March learning							Expenditure							Annual cost of educating each scholar		Numb passe	
English	Urdú	Persian	Hindi-Nágrí	Arabic	Sanskrit	Latin	Grants from Provincial Revenues	Local rates or cesses	Endowments	Fees	Municipal grants	Other sources	Total	Total cost	Cost to Government	Matriculation or equivalent examination	Middle School examination
8a	8b	8c	8d	8e	8f	8g	9a	9b	9c	9d	9e	9f	9	10	11	12	13
														Rs. A.	Rs. A.		
341	225	338	...	60	115	...	18,145	468	...	2,615	...	190	21,418	61 12	52 5	22	39
182	164	164	...	...	18	...	3,480	...	...	1,121	600	2,265	7,466	43 15	20 7	13	9
32	32	...	...	...	...	32	2,100	...	...	2,516	360	118	5,089	164 2	67 12	2	6
555	421	502	...	60	133	32	23,725	468	...	6,252	960	2,568	33,973	62 0	43 5	37	54
80	80	80	...	...	...	...	2,166	...	...	645	...	..	2,811	35 2	27 1	...	22
146	146	146	...	...	...	...	1,560	...	...	580	60	2,067	4,267	31 2	11 6	8	18
226	226	226	...	...	...	...	3,726	...	...	1,225	60	2,067	7,078	32 10	12 9	8	40
80	80	80	...	...	...	...	1,993	...	...	70[illegible]	56	983	3,732	41 0	21 14	...	16
100	100	100	...	...	...	...	2,400	...	...	655	1,200	867	5,122	50 11	21 12	4	10
37	33	...	...	...	...	18	8,736	...	...	1,710	...	5,635	11,081	299 8	101 0	...	3
137	133	100	...	...	...	18	6,136	...	...	2,365	1,200	6,502	16,203	117 7	44 7	4	13
94	94	94	...	...	...	...	1,934	3	...	573	902	...	3,417	34 8	19 9	...	16
165	165	165	...	22	64	...	6,732	...	...	1,543	...	...	8,275	49 4	40 1	6	15
52	52	52	...	...	...	..	300	...	...	160	...	1,074	1,534	31 5	6 2	...	8
217	217	217	...	22	64	..	7,032	...	...	1,703	...	1,074	9,809	45 3	32 8	6	23
70	70	70	...	...	...	...	1,496	...	...	535	...	...	2,031	29 14	22 0	...	12
83	83	83	..	...	...	...	1,800	...	...	622	300	2,087	4,809	54 10	20 7	2	5
16	16	16	...	...	...	...	967	7	...	177	...	...	1,151	60 9	50 14	...	5
34	34	34	...	...	...	...	1,795	...	...	167	144	...	2,106	52 10	44 14	...	9
147	110	147	...	21	105	...	4,348	...	...	1,345	260	79	6,032	39 11	28 10	7	8
71	71	71	...	9	36	...	984	...	...	410	300	1,953	3,647	49 5	13 5	...	8
218	181	218	...	30	141	...	5,332	...	...	1,755	560	2,032	9,679	42 13	23 9	7	16
183	147	183	...	28	44	...	5,056	192	...	1,179	841	483	7,751	41 14	27 5	9	21
26	26	26	...	...	...	...	240	...	...	160	72	240	712	27 6	9 4	...	5
16	15	15	...	...	...	...	...	670	..	98	300	...	1,068	56 8	0 0	...	1
32	32	32	...	...	18	...	...	...	...	162	897	...	1,059	32 1	0 0	...	1
27	27	27	...	...	...	...	1,380	...	...	165	...	1,441	2,986	106 10	49 5	...	3
59	59	59	...	..	18	...	1,380	...	...	327	897	1,441	4,045	66 5	22 10	...	4

D. G. KHAN	GOVERNMENT	1	...	83	83	89	78	...	...	71	12	...	...
BANNU ...	AIDED	1	...	8	8	14	12	...	...	2	4	2	...
	Total Government Schools ...	69	613	2,574	3,187	3,289	2,912	5	14	2,071	807	283	7
	Total Aided Schools ... *For Natives* ...	32	277	988	1,265	1,276	1,061	...	28	785	336	112	4
	Total Aided Schools ... *For Europeans*	8	38	68	106	117	110	106	...	...	...	...	...
	GRAND TOTAL ENGLISH SCHOOLS	109	928	3,630	4,558	4,682	4,083	111	42	2,856	1,143	395	11
	VERNACULAR SCHOOLS												
DELHI ...	GOVERNMENT	6	...	135	135	142	118	...	...	116	18	1	...
GURGAON	Do.	6	...	148	148	157	133	...	...	101	47	...	...
KARNAL...	Do.	2	...	32	32	34	29	...	...	20	12	...	...
HISSAR ...	Do.	2	...	15	15	15	12	...	...	11	4	...	...
ROHTAK...	Do.	5	...	66	66	73	60	...	...	46	20	...	...
UMBALLA	Do.	11	...	203	203	207	165	...	...	98	72	33	...
LUDHIANA	Do.	9	...	252	252	269	242	...	...	127	44	81	...
JULLUNDUR	Do.	9	...	313	313	322	275	...	...	162	115	36	...
HOSHIARPUR	Do.	8	...	412	412	441	391	...	...	255	127	30	...
KANGRA...	Do.	2	..	34	34	35	27	...	...	33	1	...	...
AMRITSAR	Do.	5	...	78	78	80	69	...	...	28	31	19	...
GURDASPUR	Do.	4	...	81	81	88	72	...	...	38	34	9	...
SIALKOT...	Do.	5	...	153	153	153	132	...	...	81	62	10	...
LAHORE...	Do, ...	6	...	149	149	160	145	...	...	59	59	31	...
GUJRANWALA	Do.	3	...	81	81	84	76	...	...	53	16	12	...
FEROZEPORE	Do.	4	...	102	102	109	97	...	...	43	37	22	...
RAWALPINDI	Do.	6	...	143	143	165	140	...	...	51	61	31	...
JHELUM...	Do.	4	...	99	99	96	87	...	...	47	42	10	...
GUJRAT ...	Do.	4	..	128	128	134	119	...	...	45	72	11	...
SHAHPUR,	Do.	3	...	61	61	60	50	...	...	44	16	1	...
PESHAWAR	Do.	4	..	47	47	47	41	...	...	8	38	1	...
HAZARA...	Do.	2	...	17	17	21	18	...	...	7	10	...	...
MOOLTAN	Do.	2	...	34	34	38	34	...	...	27	7	...	...
JHANG ...	Do.	2	...	49	49	46	40	...	...	35	13	1	...
MONTGOMERY	Do.	3	...	60	60	63	59	...	...	51	6	3	...
MUZAFFARGARH	Do.	2	...	45	45	50	43	...	...	30	15	...	...
D. I. KHAN	Do.	2	...	57	57	61	46	...	...	40	17	...	...
D. G. KHAN	Do.	5	...	115	115	118	110	...	...	43	72	...	...
BANNU ...	Do.	2	...	35	35	39	35	...	...	28	6	1	...
	GRAND TOTAL VERNACULAR SCHOOLS	128	...	3,144	3,144	3,307	2,865	...	...	1,727	1,074	343	...
	GRAND TOTAL ENGLISH & VERNACULAR SCHOOLS	237	928	6,774	7,702	7,989	6,948	111	42	4,583	2,217	738	11

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English	Urdú	Persian	Hindi-Nágrí	Arabic	Sanskrit	Latin	Grants from Provincial Revenues	Local rates or cesses	Endowments	Fees	Municipal grants	Other sources	Total	Total cost	Cost to Government	Matriculation or equivalent examination	Middle School examination
8a	8b	8c	8d	8e	8f	8g	9a	9b	9c	9d	9e	9f	9	10	11	12	13
														Rs. A.	Rs. A.		
83	83	83	...	...	...	...	2,777	...	...	689	...	...	3,466	38 15	31 8	...	9
8	8	8	..	...	...	...	240	...	...	84	60	456	840	60 0	17 2	...	1
3,128	2,751	3,038	5	428	755	...	1,34,558	6,407	3,519	25,026	11,200	2,065	1,82,775	55 9	40 14	119	388
1,265	1,224	1,223	..	28	282	..	26,621	60	192	7,116	3,634	28,025	65,648	51 7	20 14	61	144
106	102	.	..	...	..	87	10,936	...	2,200	8,460	860	5,748	27,704	236 12	93 7	9	10
4,499	4,077	4,311	5	456	1,037	87	1,72,115	6,467	5,911	40,602	15,194	35,838	2,76,127	59 0	36 12	189	542
...	135	135	..	...	...	...	...	2,794	...	292	779	...	3,865	27 3	...	...	29
...	148	148	..	...	...	...	...	2,896	...	159	658	...	3,713	23 10	...	...	25
...	32	32	.	...	...	...	...	379	...	79	112	...	570	16 12	...	...	16
...	15	15	..	...	...	...	...	90	...	50	440	...	580	38 11	...	...	...
...	66	66	...	...	...	...	...	1,255	...	103	839	36	2,233	30 9	...	...	15
...	203	203	..	...	...	.	...	2,674	...	297	1,767	...	4,738	22 14	...	...	32
...	252	252	...	...	...	...	...	2,177	...	542	773	...	3,492	13 0	...	...	55
...	313	313	...	...	...	...	...	2,372	...	908	1,431	...	4,711	14 10	...	...	59
...	412	412	..	...	...	...	...	2,107	...	297	368	...	2,772	6 5	...	...	55
...	34	34	..	...	...	...	...	749	...	74	307	...	1,130	32 5	...	...	6
..	78	78	...	...	...	...	...	1,427	...	133	684	...	2,244	28 0	...	...	11
...	81	81	...	...	...	...	...	1,610	...	243	539	...	2,392	27 3	...	...	15
...	153	153	...	...	...	..	...	1,146	...	180	468	...	1,794	11 12	..	...	42
...	149	149	...	...	...	...	...	1,166	...	88	791	2	2,047	12 13	...	...	33
...	81	81	...	...	...	...	...	681	...	143	280	...	1,104	13 2	...	...	14
...	102	102	...	...	...	...	...	819	...	83	375	...	1,277	11 11	...	...	10
...	143	143	...	...	...	...	...	1,519	...	53	585	...	2,157	13 1	...	...	17
...	99	99	...	...	...	...	...	1,010	...	39	...	...	1,049	10 15	...	...	18
...	128	128	...	...	...	...	...	1,243	...	72	...	...	1,315	9 13	...	...	11
...	61	61	...	...	...	...	...	240	...	103	512	...	855	14 4	...	..	9
...	47	47	...	...	...	...	372	296	...	19	404	...	1,091	23 3	7 15	...	3
...	17	17	...	...	...	...	...	481	...	8	113	...	602	35 7	...	...	4
...	34	34	...	...	...	...	...	662	...	40	158	...	860	21 10	...	...	8
...	49	49	...	..	...	...	...	484	...	40	307	22	853	18 9	...	...	8
—	60	60	...	...	...	...	...	—	...	104	1,217	...	1,321	20 15	...	...	11
...	45	45	...	...	...	...	...	701	...	39	420	...	1,160	23 3	...	...	11
...	57	57	...	...	...	...	...	60	...	...	660	...	720	11 13	...	...	7
...	115	115	...	...	...	...	...	1,576	...	...	43	...	1,619	0 14	...	...	13
...	35	35	...	...	...	...	...	371	...	...	371	...	742	19 0	...	...	9
...	3,144	3,144	...	...	...	...	372	32,985	...	4,188	15,401	60	53,006	16 1	0 2	...	547
4,499	7,221	7,455	5	456	1,037	87	1,72,487	39,452	5,911	44,790	30,595	35,898	3,29,133	41 3	21 9	189	10,89

SUBSIDIARY FORM No. 3.

Statistical Return of Female High and Middle Schools (English and Vernacular) for the official year 1883-84.

DISTRICT	NAME OR CLASS OF INSTITUTIONS	No. of institutions	No. of Scholars on the rolls on 31st March: In High school	In Middle school	Total	Average number on the rolls during the year	Average daily attendance	Classification according to Race or Creed of the Scholars on 31st March: Europeans & Eurasians	Native Christians	Muhammadans	No. of Scholars on 31st March learning: English	Urdu	Latin	French	Music	Persian	Expenditure: Grants from Provincial Revenues	Fees	Other sources	Total	Annual cost of educating each scholar: Total cost	Cost to Government	No. passed: Matriculation or equivalent examination	Middle school examination
1	2	3	4a	4b	4	5	6	7a	7b	7c	8a	8b	8c	8d	8e	8f	9a	9b	9c	9	10	11	12	13
	ENGLISH SCHOOLS—																				Rs A	Rs. A.		
SIMLA ...	AIDED FOR EUROPEANS ...	1	...	3	3	9	9	3	...	...	3	...	...	3	3	...	900	1,990	...	2,890	32 2	150 0	...	
AMRITSAR ...	" " FOR NATIVE CHRISTIANS ...	1	...	3	3	3	3	...	3	...	3	3	3	...	...	...	20	30	70	120	40 0	6 11	...	...
LAHORE ...	" FOR EUROPEANS ...	1	...	2	2	3	3	2	...	...	2	2	...	...	...	.	1,200	317	199	1,716	572 0	400 0	...	...
	" FOR NATIVE CHRISTIANS ...	1	...	5	5	5	4	...	5	...	5	5	5	...	...	...	220	59	351	630	126 0	44 0	...	...
	TOTAL FOR THE DISTRICT ...	2	...	7	7	8	7	2	5	...	7	7	5	...	...	...	1,420	376	550	2,346	293 4	177 8	...	...
RAWALPINDI ...	AIDED FOR EUROPEANS ...	1	...	4	4	7	7	4	...	...	4	...	...	...	...	...	600	480	2,520	3,600	514 5	85 11	...	...
	TOTAL AIDED SCHOOLS FOR NATIVES ...	2	...	8	8	8	7	...	8	...	8	8	8	...	...	...	240	89	421	750	93 12	30 0	..	...
	TOTAL AIDED FOR EUROPEAN SCHOOLS ...	3	...	9	9	19	19	9	...	...	9	2	...	3	3	..	2,700	2,787	2,719	8,206	431 14	142 2	...	...
	" ENGLISH SCHOOLS ...	5	...	17	17	27	26	9	8	...	17	10	6	3	3	...	2,940	2,876	3,140	8,956	331 11	108 14	...	...
	VERNACULAR SCHOOLS																							
JULLUNDUR ...	AIDED FOR NATIVES ...	1	...	3	3	4	3	...	...	3	...	3	...	...	...	3	110	...	110	220	55 0	27 8	...	...
	GRAND TOTAL ENGLISH AND VERNACULAR SCHOOLS	6	...	20	20	31	29	9	8	3	17	13	6	3	3	3	3,050	2,876	3,250	9,176	296 0	98 6	...	

Statistical Return of Primary Schools (English and

DISTRICT	NAME OR CLASS OF INSTITUTIONS	Number of Institutions	No. of Scholars on the Rolls on 31st March: In Upper Division	In Lower Division	Total	Average number on the rolls during the year	Average daily attendance	Classification according to Race or Creed of the Scholars on 31st March: Europeans and Eurasians	Native Christians	Hindús	Muhammadans	Sikhs	Others
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f
	ENGLISH SCHOOLS												
DELHI ...	Government ...	7	325	815	1,140	1,064	872	...	4	689	444	3	...
	Aided ...	5	146	432	578	564	456	...	22	512	42	1	1
	Total for the District...	12	471	1,247	1,718	1,628	1,328	...	26	1,201	486	4	1
GURGAON	Government ...	7	88	406	494	486	415	...	...	403	90	1	...
KARNAL...	" ...	7	170	646	816	782	638	...	7	550	251	8	...
HISSAR ...	" ...	5	59	594	653	628	502	...	2	581	67	3	...
ROHTAK ...	" ...	6	92	415	507	462	409	...	1	373	130	3	...
SIRSA ..	" ...	2	39	190	229	215	194	...	..	180	47	2	...
UMBALLA	Government ...	7	190	596	786	775	647	...	...	600	157	29	...
	Aided ...	6	98	617	715	707	566	.	11	385	290	29	...
	Total for the District...	13	288	1,213	1,501	1,482	1,213	..	11	985	447	58	..
LUDHIANA	Government ...	3	166	432	598	656	574	...	...	295	265	38	...
	Aided ...	4	96	322	418	387	312	...	1	250	151	16	...
	Total for the District...	7	262	754	1,016	1,043	886	...	1	545	416	54	..
SIMLA ...	Government ...	2	38	126	164	190	150	...	...	111	48	5	...
	Aided (for Europeans and Eurasians)	2	33	20	53	67	62	53	..	...	...	...	..
	Total for the District...	4	71	146	217	257	212	53	...	111	48	5	...
JULLUNDUR	Government ...	6	279	480	759	620	516	...	...	384	351	24	..
	Aided ..	4	117	435	552	519	422	.	8	315	213	13	3
	Total for the District	10	396	915	1,311	1,139	938	...	8	699	564	37	3
HOSHIARPUR ...	Government ...	5	124	327	451	465	405	..	...	267	162	22	...
KANGRA...	Government ...	4	76	334	410	349	245	...	..	331	79	...	...
	Aided ...	2	22	138	160	145	119	...	10	114	36	...	...
	Total for the District	6	98	472	570	494	364	...	10	445	115	...	...
AMRITSAR	Government ...	8	269	1,316	1,585	1,515	1,342	...	2	932	358	291	2
	Aided ...	8	77	590	667	682	556	..	19	437	55	156	...
	Total for the District	16	346	1,906	2,252	2,197	1,898	..	21	1,369	413	447	2
GURDASPUR ...	Government ...	8	386	1,088	1,474	1,382	1,195	...	1	953	401	119	...
	Aided ...	1	8	17	25	22	21	..	25	...	...	...	..
	Total for the District	9	394	1,105	1,499	1,404	1,216	..	26	953	401	119	..
SIALKOT...	Government ...	3	220	351	571	504	452	...	...	304	199	67	1
	Aided ...	2	135	423	558	531	430	..	3	209	274	67	5
	Total for the District	5	355	774	1,129	1,035	882	...	3	513	473	134	6
LAHORE ...	Government ...	8	348	1,012	1,355	1,262	1,121	..	1	675	596	82	1
	Aided (for Natives) ...	25	116	1,362	1,478	1,433	1,274	...	5	1,054	343	76	...
	Aided (for Europeans and Eurasians)	2	21	138	159	139	122	152	...	...	...	...	7
	Total for the District	35	480	2,512	2,992	2,834	2,517	152	6	1,729	939	158	8
GUJRANWALA ...	Government ...	4	142	283	425	378	330	...	...	225	119	81	
	Aided ...	8	169	764	933	942	772	...	9	514	259	90	61
	Total for the District	12	311	1,047	1,358	1,320	1,102	...	9	739	378	171	61

325	1,140	525	...	...	...	...	...	1,480	68	2,195	2,766	2,755	...	9,264	8 11	1 6	105	192
146	578	317	22	127	...	...	...	3,201	...	...	1,725	300	1,275	6,501	11 8	5 11	53	67
471	1,718	842	22	127	...	...	...	4,681	68	2,195	4,491	3,055	1,275	15,765	9 11	2 14	158	259
88	404	154	...	96	...	...	...	990	...	...	1,206	1,348	...	3,544	7 5	2 1	21	59
170	669	247	84	117	...	...	...	961	984	...	1,006	1,721	...	4,672	6 0	1 4	49	55
59	369	101	...	398	...	...	...	735	193	...	989	1,238	...	3,155	5 0	1 3	12	40
92	424	150	28	65	...	...	...	1,158	73	...	1,264	660	...	3,155	6 13	2 8	31	51
39	157	70	...	81	...	...	...	103	...	...	412	2,288	...	2,803	13 1	0 8	16	26
190	534	253	...	366	..	...	...	1,862	43	...	1,827	1,563	89	5,384	6 15	2 6	58	60
519	677	266	73	...	...	...	...	2,160	...	102	1,053	...	2,463	5,778	8 3	3 1	15	81
709	1,211	519	73	366	...	...	...	4,022	43	102	2,880	1,563	2,552	11,162	7 8	2 4	73	141
166	598	252	...	...	...	...	...	137	1,326	...	1,205	2,000	21	4,689	7 2	0 7	33	49
363	418	202	...	...	...	23	...	1,320	...	...	951	480	171	2,922	7 9	3 7	18	26
529	1,016	454	...	...	...	23	...	1,457	1,326	...	2,156	2,480	192	7,611	7 5	1 6	51	75
38	164	63	...	...	..	...	...	526	...	...	581	438	224	1,769	9 5	2 12	15	17
53	33	...	...	...	...	...	33	2,220	...	2,200	5,331	300	...	10,051	150 0	33 2	14	22
91	197	63	...	...	..	...	33	2,746	...	2,200	5,912	738	224	11,820	45 12	10 14	29	39
279	651	298	...	82	...	...	...	1,996	239	517	1,468	765	...	4,985	8 0	3 3	73	43
524	552	390	...	...	...	...	...	1,200	...	...	1,060	...	1,268	3,528	6 13	2 5	24	32
803	1,203	688	...	82	..	...	...	3,196	239	517	2,528	765	1,268	8,513	7 8	2 13	97	75
124	451	171	...	...	...	...	...	1,259	...	...	1,341	845	...	3,445	7 6	2 11	31	39
76	351	125	74	5	...	55	...	1,133	1,381	...	436	621	...	3,571	10 4	3 4	17	36
23	160	53	...	...	...	..	...	774	...	...	146	72	914	1,906	13 2	5 5	4	9
99	511	178	74	5	...	55	..	1,907	1,381	...	582	693	914	5,477	11 1	3 14	21	45
269	1,115	446	...	470	..	...	...	4,458	288	...	4,339	2,680	...	11,765	7 12	2 15	64	153
257	320	171	...	349	...	..	...	2,700	...	270	824	...	2,177	5,971	8 12	3 15	18	36
526	1,435	619	...	819	...	...	...	7,158	288	270	5,163	2,680	2,177	17,736	6 1	3 4	82	189
382	1,328	639	19	237	...	...	...	2,355	1,529	...	3,193	2,269	..	9 346	6 12	2 7	96	152
25	25	19	...	...	...	...	...	240	...	...	260	...	936	1,436	65 4	10 15	...	4
407	1,353	658	19	237	...	...	...	2,595	1,529	...	3,453	2,269	936	10,782	7 11	1 13	96	156
220	571	306	...	...	...	...	...	180	684	...	217	970	...	2,051	4 1	0 6	38	44
135	558	340	...	...	...	...	...	1,080	...	...	528	118	673	2,399	4 8	2 1	40	67
355	1,129	646	...	...	...	...	...	1,260	684	...	745	1,088	673	4,450	7 11	1 14	78	111
343	1,305	528	50	...	...	...	..	3,846	91	...	3,685	1,233	22	8,877	7 0	3 1	95	171
1,096	1,326	525	132	386	...	33	...	3,600	...	...	3,116	...	2,026	8,742	6 2	2 8	20	87
159	136	...	...	...	...	...	...	4,500	...	...	2,889	...	353	7,742	55 11	32 6	18	14
1,598	2,767	1,053	182	386	...	33	...	11,946	91	...	9,690	1,233	2,401	25,361	8 15	4 3	133	272
142	409	220	...	16	...	...	...	1 994	...	...	1,210	1,044	...	4,248	11 4	5 4	33	37
203	776	263	...	180	...	27	..	1,080	...	...	1,011	...	2,161	4,252	4 8	1 2	48	50
345	1,185	483	...	196	...	27	...	3,074	...	...	2,221	1,044	2,161	8,500	6 5	2 3	81	107

FEROZEPORE ...	GOVERNMENT ...	4	135	511	546	603	497	...	...	383	214	41	8
RAWALPINDI ...	GOVERNMENT ...	2	109	416	525	353	296	...	...	232	236	53	4
	AIDED (FOR NATIVES) ...	9	181	731	912	845	676	...	7	495	269	141	...
	" (FOR EUROPEANS AND EURASIANS)	3	34	75	109	122	118	107	...	...	...	...	2
	TOTAL FOR THE DISTRICT	14	324	1,222	1,546	1,320	1,090	107	7	727	505	194	6
JHELUM...	GOVERNMENT ...	2	179	498	677	630	516	...	1	403	223	50	...
GUJRAT ...	GOVERNMENT ...	2	96	269	365	347	307	...	...	184	152	29	...
	AIDED ...	1	87	266	353	339	277	...	...	124	211	18	...
	TOTAL FOR THE DISTRICT	3	183	535	718	686	584	...	...	308	363	47	...
SHAHPUR	GOVERNMENT ...	4	121	301	422	405	360	...	...	314	100	8	...
PESHAWAR	AIDED	3	121	382	503	491	390	...	6	223	233	41	...
HAZARA...	GOVERNMENT	2	55	247	302	230	192	...	1	159	112	30	...
KOHAT ...	GOVERNMENT	1	89	259	348	349	317	...	...	101	197	50	...
MOOLTAN	GOVERNMENT ...	6	182	517	699	690	619	...	...	444	235	15	5
	AIDED (FOR NATIVES) ...	2	79	245	324	325	265	...	...	223	99	2	...
	TOTAL FOR THE DISTRICT...	8	261	762	1,023	1,015	884	...	...	667	334	17	5
JHANG ...	GOVERNMENT...	3	167	439	606	578	502	...	1	420	168	17	...
MONTGOMERY ...	"	2	51	126	177	160	141	...	...	99	49	29	...
MUZAFFARGARH ...	"	1	25	95	120	111	91	...	1	73	42	4	...
DERA ISMAIL KHAN	GOVERNMENT	1	59	166	225	204	174	...	...	184	36	5	...
	AIDED	3	54	238	292	280	244	...	4	138	143	7	...
	TOTAL FOR THE DISTRICT...	4	113	404	517	484	418	...	4	322	179	12	...
D. G. KHAN	GOVERNMENT ...	4	108	420	528	518	422	...	...	420	108	...	...
BANNU ...	AIDED ...	4	12	122	134	146	120	...	1	45	86	2	...
	Total Government Schools ...	126	4,382	13,675	18,057	16,911	14,441	...	22	11,269	5,636	1,109	21
	Total Aided Schools ... For Natives ...	87	1,518	7,084	8,602	8,358	6,900	...	131	5,038	2,704	659	70
	Total Aided Schools ... For Europeans and Eurasians	7	88	233	321	328	302	312	...	...	...	...	9
	GRAND TOTAL ENGLISH SCHOOLS ...	220	5,988	20,992	26,980	25,597	21,643	312	153	16,307	8,340	1,768	100
	VERNACULAR SCHOOLS.												
DELHI ...	GOVERNMENT ...	45	272	2,141	2,413	2,381	1,906	...	...	1,974	437	2	...
	AIDED ...	23	31	596	627	673	494	...	121	36	24	...	446
	TOTAL FOR THE DISTRICT...	68	303	2,737	3,040	3,054	2,400	...	121	2,010	461	2	446
GURGAON	GOVERNMENT ...	65	340	3,098	3,438	3,172	2,550	...	1	2,461	970	5	1
KARNAL...	" ...	35	132	1,260	1,392	1,352	1,098	...	...	872	500	20	...
HISSAR ...	" ...	21	96	755	851	766	601	...	...	657	186	8	...
ROHTAK	" ...	35	254	2,012	2,266	2,225	1,810	...	...	1,870	393	3	...
SIRSA ...	" ...	18	36	482	518	541	414	...	...	305	183	20	...

FORM No. 4.

Vernacular) for Boys, for the official year 1883-84.

Number of Scholars on 31st March learning								Expenditure							Annual cost of educating each scholar		Number passed	
English	Urdú	Persian	Hindí (Nágrí)	Hindí (Lande, Mahájaní, &c.)	Arabic	Sanskrit	Latin	Grants from Provincial Revenues	Local rates or cesses	Endowments	Fees	Municipal grants	Other sources	Total	Total cost	Cost to Government	Upper Primary School Examination	Lower Primary School Examination
8a	8b	8c	8d	8e	8f	8g	8h	9a	9b	9c	9d	9e	9f	9	10	11	12	13
135	603	233	3	101	...	...	...	268	...	...	1,404	2,271	522	4,465	7 6	0 7	40	81
103	473	195	52	48	...	...	...	...	...	...	455	1,488	...	1,943	5 8	...	28	68
477	846	452	...	66	...	...	...	1,440	...	...	1,846	300	1,372	4,958	4 14	1 11	80	84
109	100	...	...	...	...	...	7	10,724	...	...	2,078	...	4,661	17,463	143 2	87 14	16	22
689	1,419	647	52	114	.	...	7	12,164	...	...	4,379	1,788	6,033	24,364	18 7	9 5	124	174
179	578	272	92	60	...	...	...	637	419	...	1,293	1,502	...	3,851	6 2	1 0	41	66
96	365	138	...	132	..	...	...	836	720	..	1,051	538	...	3,145	9 1	2 7	36	42
87	284	178	...	...	...	...	...	300	...	...	375	...	909	1,584	4 11	0 14	20	25
183	649	316	...	133	...	...	...	1,136	720	...	1,426	538	909	4,729	6 14	1 10	56	67
121	422	187	...	...	...	...	...	1,294	...	...	1,198	946	...	3,438	8 5	3 3	40	51
278	503	301	...	...	...	...	...	2,340	...	...	973	300	2,456	6,069	12 6	4 12	50	81
55	223	88	...	79	...	...	...	1,055	521	...	377	590	...	2,543	11 1	4 9	24	28
89	298	136	...	50	...	...	..	867	...	...	391	392	30	1,680	4 13	2 8	35	40
182	699	279	...	...	...	...	...	459	...	...	1,864	3,700	86	6,109	8 14	0 11	53	81
79	256	150	...	65	...	...	...	636	...	...	457	420	1,122	2,635	8 2	1 15	26	23
261	955	429	...	65	..	...	...	1,095	...	...	2,321	4,120	1,208	8,744	8 10	1 1	79	104
167	588	268	...	18	...	...	...	1,239	345	...	776	1,297	240	3,897	6 12	2 2	56	92
51	176	84	...	...	..	...	...	120	153	...	199	124	335	931	5 13	0 12	11	24
125	129	41	...	...	...	...	...	...	380	...	161	288	...	829	7 7	...	8	11
59	225	87	...	24	.	19	...	...	...	...	334	1,142	...	1,476	7 4	...	19	28
54	252	104	...	40	..	...	..	1,200	...	...	380	...	871	2,451	8 12	4 5	12	37
113	477	191	...	64	...	19	..	1,200	...	...	714	1,142	871	3,927	8 2	2 8	31	65
108	454	173	...	74	...	...	...	163	...	...	1,154	1,680	...	2,997	5 13	0 5	36	63
23	134	24	...	...	...	...	...	960	...	...	132	240	1,872	3,204	21 15	6 9	...	...
4,472	15,864	7,531	402	2,520	...	74	...	32,111	9,437	2,712	37,802	40,396	1,569	1,24,027	7 5	1 14	1,214	1,919
4,289	7,565	3,755	227	1,213	...	83	...	24,231	...	372	14,837	2,230	22,666	64,336	7 11	2 14	428	709
321	269	...	...	...	...	...	40	17,444	...	2,200	10,298	300	5,014	35,256	107 8	53 3	48	58
9,082	23,798	11,286	629	3,733	.	157	40	73,786	9,437	5,284	62,937	42,926	29,249	2,23,619	8 12	2 14	1,690	2,686
...	2,057	442	149	320	...	...	...	240	8,653	...	718	553	...	10,164	4 7	0 2	85	178
...	412	47	242	...	..	...	..	600	...	...	...	600	3,561	4,761	7 1	0 14	3	12
...	2,469	489	391	320	...	...	...	840	8,653	...	718	1,153	3,561	14,925	4 14	0 4	88	190
...	2,169	581	1,229	40	.	...	..	...	10,914	...	843	1,020	...	12,777	4 0	...	107	263
...	1,149	243	174	181	..	...	...	...	5,670	...	336	45	...	6,051	4 8	...	36	99
...	607	119	206	66	...	...	...	...	3,107	...	251	810	...	4,168	5 7	...	27	66
...	1,441	436	854	98	...	..	...	...	7,735	...	912	1,738	67	10,452	4 11	...	64	154
...	333	54	185	...	...	...	...	...	2,757	...	34	284	...	3,075	5 11	...	7	22

UMBALLA	GOVERNMENT	...	75	475	4,130	4,605	4,230	3,484	...	...	2,798	1,413	394	...
LUDHIANA	"	...	60	463	2,557	3,020	2,625	2,313	...	...	1,455	659	905	1
SIMLA ...	GOVERNMENT	...	4	19	131	150	170	139	...	...	114	35	...	1
	AIDED	...	9	16	176	192	173	112	...	4	186	2	...	...
	TOTAL	...	13	35	307	342	343	251	..	4	300	37	...	1
JULLUNDUR ...	GOVERNMENT	...	88	697	4,172	4,869	4,293	3,775	...	...	2,300	2,057	503	9
HOSHIARPUR ...	"	...	81	940	3,394	4,334	4,217	3,763	...	...	2,812	1,293	229	...
KANGRA ...	"	...	38	329	1,808	2,137	2,029	1,891	...	...	1,930	204	3	...
AMRITSAR	"	...	68	492	2,941	3,433	3,166	2,657	...	...	1,237	1,269	923	4
GURDASPUR ...	"	...	84	559	3,644	4,203	3,879	3,150	...	...	1,971	1,852	379	1
SIALKOT ...	"	...	67	462	3,456	3,918	3,879	3,354	...	2	1,748	1,709	330	129
LAHORE ...	"	...	47	363	2,414	2,777	2,605	2,142	...	...	966	1,344	450	17
GUJRANWALA ...	"	...	58	490	2,823	3,313	3,193	2,889	...	...	1,719	1,176	418	...
FEROZEPORE ...	"	...	49	342	2,557	2,899	2,689	2,323	...	...	1,048	995	843	13
RAWALPINDI ...	"	...	57	619	4,673	5,292	5,019	4,118	...	...	1,425	2,955	907	5
JHELUM ...	"	...	36	545	3,073	3,618	3,350	2,819	...	...	1,344	2,053	221	...
GUJRAT ...	"	...	39	663	2,986	3,649	3,317	2,889	...	...	1,228	2,108	313	...
SHAHPUR	"	...	40	438	1,787	2,225	1,800	1,436	...	...	1,060	998	160	7
PESHAWAR	"	...	29	267	1,272	1,539	1,454	1,146	...	...	279	1,229	31	...
HAZARA ...	"	...	25	106	1,172	1,278	1,071	861	...	...	376	869	31	2
KOHAT ...	"	...	4	22	236	258	240	208	...	...	69	189	...	...
MOOLTAN	"	...	59	358	2,149	2,507	2,368	1,840	...	...	916	1,562	29	...
JHANG ...	"	...	26	200	934	1,134	1,110	870	...	...	545	552	37	...
MONTGOMERY ...	"	...	24	250	896	1,146	1,143	980	...	...	723	300	123	...
MUZAFFARGARH	"	...	25	241	1,123	1,364	1,352	1,089	...	...	586	761	...	17
D. I. KHAN	"	...	20	202	1,134	1,336	1,361	1,089	...	..	743	582	11	...
D. G. KHAN	"	...	30	244	1,551	1,795	1,656	1,380	...	...	773	1,018	8	1
BANNU ...	"	...	25	159	1,266	1,425	1,203	1,006	...	...	662	754	9	...
	Total Government Schools	...	1,377	11,075	68,027	79,102	73,856	61,490	...	3	38,966	32,605	7,320	208
	Total Aided Schools	...	32	47	772	819	846	606	...	125	222	26	...	446
	GRAND TOTAL VERNACULAR SCHOOLS ...	...	1,409	11,122	68,799	79,921	74,702	62,096	...	128	39,188	32,631	7,320	654
	GRAND TOTAL ENGLISH AND VERNACULAR SCHOOLS ...	...	1,629	17,110	89,791	106,901	100,299	83,739	312	281	55,495	40,971	9,088	754

FORM No. 4.

Vernacular) for Boys, for the official year 1883-84.

Number of Scholars on 31st March learning								Expenditure							Annual cost of educating each scholar		Number passed	
English	Urdú	Persian	Hindí (Nágrí)	Hindí (Lande, Mahájani, &c.)	Arabic	Sanskrit	Latin	Grants from Provincial Revenues	Local rates or cesses	Endowments	Fees	Municipal grants	Other sources	Total	Total cost	Cost to Government	Upper Primary School Examination	Lower Primary School Examination
8a	8b	8c	8d	8e	8f	8g		9a	9b	9c	9d	9e	9f	9	10	11	12	13
															Rs. A.	Rs. A.		
...	3,867	923	109	714	...	...	...	...	14,149	...	1,582	393	...	16,124	3 13	...	135	263
...	2,926	826	...	148	...	...	...	...	10,524	120	1,255	690	...	12,589	4 13	...	199	342
...	108	38	45	...	...	...	...	...	984	...	53	...	95	1,132	6 11	...	4	16
12	46	20	192	...	...	...	...	360	...	844	53	...	440	1,697	9 13	2 1	1	6
12	154	58	237	...	...	...	...	360	984	844	106	..	535	2,829	8 4	1 1	5	22
...	4,824	1,287	...	45	...	...	...	...	14,190	...	2,127	1,240	15	17,572	4 1	...	193	382
...	4,334	1,661	30	14	...	...	...	...	13,537	...	1,090	816	97	15,540	3 11	...	181	512
...	1,865	583	215	57	...	39	...	...	5,650	...	98	1,145	1,298	8,121	4 0	...	28	108
...	3,433	1,010	...	30	...	...	...	...	12,306	...	801	701	...	13,808	4 6	...	107	331
...	3,015	1,092	14	106	3	24	...	...	14,237	...	1,539	1,258	...	17,034	4 6	...	108	359
...	3,918	1,092	...	...	...	...	...	...	13,079	...	1,160	722	...	14,961	3 14	...	176	334
...	2,777	667	...	...	..	...	...	184	7,034	...	311	1,176	153	8,858	3 6	0 1	68	210
...	3,313	1,054	...	...	...	...	...	...	8,606	...	1,200	1,683	...	11,489	3 10	...	127	384
...	2,899	658	...	...	...	...	...	...	7,747	...	234	120	...	8,101	3 0	...	98	273
...	5,292	1,184	...	...	..	...	...	360	10,683	...	416	619	...	12,078	2 7	0 1	211	524
...	3,602	1,039	...	16	...	...	...	...	7,614	...	546	...	...	8,160	2 7	...	165	387
...	3,592	1,139	...	57	...	...	...	...	7,949	...	648	120	...	8,717	2 10	...	235	433
...	2,225	593	3	124	...	3	...	...	5,055	...	201	1,502	48	6,806	3 12	...	36	154
...	1,467	424	54	50	...	...	...	540	6,128	...	158	392	...	7,218	4 15	0 6	44	131
...	1,278	208	122	34	...	...	...	...	3,091	...	...	403	...	3,494	3 4	...	27	78
...	258	70	...	...	...	...	...	...	1,012	...	...	...	...	1,012	4 3	...	6	20
...	2,507	624	...	...	...	...	...	...	9,311	...	513	1,484	...	11,308	4 12	...	94	243
...	1,134	348	...	...	...	...	...	...	5,418	...	88	179	21	5,706	5 2	...	65	91
...	1,048	343	...	112	...	...	...	...	3,190	...	417	1,295	...	4,902	4 5	...	73	132
...	1,364	433	...	...	...	...	...	...	4,946	...	82	1,573	...	6,551	4 13	...	74	126
...	1,336	383	...	110	...	...	...	...	4,830	...	..	1,306	...	6,136	4 8	...	46	132
...	1,698	432	...	97	...	...	...	...	4,760	...	...	741	...	5,501	3 5	...	73	138
...	1,355	326	20	50	...	...	...	...	4,094	...	...	982	...	5,076	4 3	...	31	131
...	73,191	20,312	3,409	2,469	3	66	...	1,324	238,960	120	17,493	24,990	1,794	284,681	3 14	0 0 8	2,926	7,000
12	458	67	444	...	...	...	...	960	...	844	53	600	4,001	6,458	7 10	1 2	8	34
12	73,648	20,379	3,853	2,469	3	66	..	2,284	238,960	964	17,546	25,590	5,795	291,139	3 14	0 0 6	2,934	7,034
9,094	97,446	31,665	4,482	6,202	3	223	40	76,070	248,397	6,248	80,483	68,516	35,044	514,758	5 9	0 12	4,624	9,720

Statistical Return of Female Primary Schools (English

DISTRICT	NAME OR CLASS OF INSTITUTIONS	Number of Institutions	No. of Scholars on the Rolls on 31st March: In Upper Division	In Lower Division	Total	Average number on the rolls during the year	Average daily attendance	Classification according to Race or Creed of the Scholars on 31st March: Europeans and Eurasians	Native Christians	Hindus	Muhammadans	Sikhs	Others
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f
	ENGLISH SCHOOLS.												
DELHI ..	AIDED (FOR EUROPEANS AND EURASIANS)	1	...	23	23	26	21	22	1	...	...	...	...
UMBALLA	Do. Do. ...	1	...	23	23	15	12	23	...	...	...	...	...
LUDHIANA	AIDED (FOR NATIVES) ...	1	13	48	61	57	50	...	59	...	2	...	...
SIMLA ...	AIDED (FOR EUROPEANS AND EURASIANS)	4	44	150	194	230	203	193	1	...	...	...	...
AMRITSAR	AIDED (FOR NATIVES) ...	1	17	52	69	63	59	..	64	...	4	...	1
	AIDED (FOR EUROPEANS AND EURASIANS)	1	...	11	11	12	12	11	...	...	...	...	...
	TOTAL FOR THE DISTRICT ...	2	17	63	80	75	71	11	64	...	4	...	1
GURDASPUR ...	AIDED FOR EUROPEANS ...	...	...	...	...	6	6	..	...	...	...	...	...
LAHORE...	AIDED (FOR NATIVES) ...	1	6	42	48	47	44	...	46	...	...	...	2
	AIDED (FOR EUROPEANS AND EURASIANS)	4	37	122	159	137	120	146	5	...	...	...	8
	TOTAL FOR THE DISTRICT	5	43	164	207	144	164	146	51	...	...	...	10
GUJRANWALA ...	AIDED (FOR EUROPEANS)	1	...	14	14	16	15	10	4	...	...	...	...
RAWALPINDI	AIDED (FOR EUROPEANS AND EURASIANS)	5	74	135	209	212	199	207	...	...	...	...	2
MOOLTAN	AIDED (FOR EUROPEANS AND EURASIANS)	1	4	20	24	25	19	24	...	...	...	...	...
	Total Aided Schools (for Natives)	3	36	142	178	167	153	...	169	...	6	...	3
	Total Aided Schools (for Europeans and Eurasians) ...	18	159	498	657	679	607	636	11	...	...	...	10
	GRAND TOTAL ENGLISH SCHOOLS	21	195	640	835	846	760	636	180	...	6	...	13
	VERNACULAR SCHOOLS.												
DELHI ...	GOVERNMENT ...	4	...	104	104	102	70	...	...	79	24	1	...
	AIDED ...	12	8	632	640	600	411	...	63	215	213	...	149
	TOTAL FOR THE DISTRICT...	16	8	736	744	702	481	...	63	294	237	1	149
GURGAON	GOVERNMENT ...	2	...	30	30	51	40	...	...	...	30	...	...
	AIDED ...	1	...	91	91	78	65	...	...	91	...	...	...
		3	...	121	121	129	105	...	...	91	30	...	...
KARNAL...	AIDED ...	1	...	80	80	63	54	...	...	52	28	...	...
ROHTAK...	GOVERNMENT ...	1	...	23	23	23	18	...	...	...	23	...	...
SIRSA ...	" ...	...	...	...	...	19	11	...	...	...	...	...	...
UMBALLA	" ...	2	1	34	35	38	32	...	...	...	35	...	...
LUDHIANA	" ...	17	9	368	377	373	303	...	...	178	175	24	...
SIMLA ...	AIDED ...	2	...	25	25	21	13	..	7	18	...	...	...
JULLUNDUR	GOVERNMENT ...	39	83	1,067	1,150	1,210	988	...	...	271	854	25	...
	AIDED ...	1	2	60	62	58	49	...	...	..	62	.	...
	TOTAL FOR THE DISTRICT...	40	85	1,127	1,212	1,168	1,037	...	...	271	916	25	...

FORM No. 5.

and Vernacular) for the official year 1883-84.

Number of Scholars on 31st March learning							Expenditure							Annual cost of educating each scholar		Number passed	
English	Urdú	Persian	Hindí (Nágrí)	Hindí (Lande, Mahájani, &c.)	Arabic	Sanskrit	Grants from Provincial Revenues	Local rates or cesses	Endowments	Fees	Municipal grants	Other sources	Total	Total cost	Cost to Government	Upper Primary School Examination	Lower Primary School Examination
8a	8b	8c	8d	8e	8f	8g	9a	9b	9c	9d	9e	9f	9	10	11	12	13
23	...	...	...	...	...	...	741	...	...	379	...	599	1,719	66 2	28 8	..	4
23	...	...	...	...	...	...	1,050	...	...	284	...	...	1,334	88 15	70 0	...	...
41	59	33	23	4	...	...	600	...	...	471	360	1,959	3,390	59 7	10 6	3	...
194	16	...	...	...	French 18	...	8,470	...	...	11,578	300	4,220	24,568	106 13	36 13	8	28
69	69	21	...	...	...	...	940	...	..	2,140	...	2,382	5,462	86 11	14 15	3	5
11	...	...	...	...	...	...	200	...	...	97	200	14	511	42 9	16 8	...	...
80	69	21	...	...	...	...	1,140	...	...	2,237	200	2,396	5,973	79 10	15 3	...	—
...	...	...	...	...	...	...	840	...	...	342	...	470	1,652	275 5	140 0	...	...
48	48	17	..	...	...	...	500	...	...	550	...	3,412	4,462	94 15	10 10	...	...
159	16	...	...	...	...	...	8,640	...	...	5,483	...	2,521	16,644	121 8	63 1	3	8
207	64	17	..	...	...	...	9,140	...	...	6,033	...	5,933	21,106	146 9	63 7	3	8
14	...	...	...	...	...	...	478	...	...	47	360	99	984	61 8	29 14	...	...
209	...	...	...	...	French 8	...	11,260	...	...	3,300	...	8,988	23,548	111 1	53 2	5	29
24	...	...	...	...	...	...	480	...	...	232	...	434	1,146	45 13	19 3	...	...
158	176	71	23	4	...	...	2,040	...	...	3,161	860	7,753	13,314	79 11	12 0	6	5
657	32	...	...	...	21	...	32,159	...	...	21,742	860	17,345	72,106	106 3	47 6	16	69
815	208	71	23	4	21	...	34,199	...	...	24,903	1,220	25,098	85,420	100 15	40 7	22	74
...	24	...	80	...	...	...	...	533	...	1	96	...	630	6 2	...	...	1
18	257	20	354	13	...	...	3,840	...	...	107	...	16,222	20,169	33 10	6 6	2	4
18	281	20	434	13	...	...	3,840	533	...	108	96	16,222	20,799	29 10	5 7	2	5
...	30	...	...	...	...	...	...	133	...	...	102	.	235	4 10	...	...	...
...	20	...	71	...	...	...	600	...	...	...	..	1,370	1,970	25 4	7 11	...	...
...	50	..	71	...	...	...	600	133	...	...	102	1,370	2,205	17 1	4 10	...	...
...	28	...	52	...	...	...	336	...	...	...	...	720	1,056	16 12	5 5	...	...
...	23	4	..	...	...	...	...	45	...	...	91	...	136	5 15	...	...	1
...	...	...	...	...	...	...	...	...	...	...	8	...	8	0 7	...	...	...
...	35	4	...	...	...	...	...	94	...	...	77	...	171	4 8	...	...	...
...	186	10	50	...	123	149	...	997	...	...	1,623	...	2,620	7 0	...	2	6
...	...	...	25	...	...	...	120	...	137	...	...	164	421	20 1	5 11	...	...
...	863	135	287	...	210	3	284	2,548	...	...	2,203	216	5,251	4 5	0 4	7	12
...	62	12	...	...	...	...	370	...	...	...	...	370	740	12 12	6 6	...	1
...	925	147	287	...	210	5	654	2,548	...	...	2,203	586	5,991	5 2	0 9	7	13

HOSHIARPUR ...	AIDED ...	1	...	53	53	6	39	...	...	53	...	...	...
KANGRA ...	GOVERNMENT	4	3	136	139	144	95	...	...	139	...	...	...
	AIDED	1	2	22	24	29	22	...	3	21	...	...	...
	TOTAL FOR THE DISTRICT...	5	5	158	163	173	117	...	3	160	...	...	...
AMRITSAR	GOVERNMENT	1	...	37	37	39	27	...	...	22	...	15	...
	AIDED	57	16	1,669	1,685	1,674	1,237	...	44	418	438	785	..
	TOTAL FOR THE DISTRICT ...	58	16	1,706	1,722	1,713	1,264	...	44	440	438	800	...
GURDASPUR ...	GOVERNMENT	2	...	45	45	46	35	...	...	...	45	...	...
SIALKOT...	"	38	6	874	880	873	639	...	...	198	560	38	84
LAHORE ...	AIDED "	6	...	113	113	124	88	...	...	15	98	...	...
	"	37	...	931	931	884	718	...	4	300	448	135	44
	TOTAL FOR THE DISTRICT ...	43	...	1,044	1,044	1,008	806	...	4	315	546	135	44
GUJRANWALA ...	GOVERNMENT	7	13	223	236	234	173	...	...	105	90	41	..
	AIDED	12	...	390	390	349	265	...	2	154	165	42	27
	TOTAL FOR THE DISTRICT ...	19	13	613	626	583	438	...	2	259	255	83	27
FEROZEPORE ...	GOVERNMENT	5	16	134	150	150	113	...	...	41	80	29	...
RAWALPINDI ...	AIDED	31	...	1,082	1,082	1,080	751	...	...	400	223	459	...
JHELUM...	"	13	...	470	470	455	362	...	...	282	43	145	..
SHAHPUR	GOVERNMENT	2	...	95	95	57	45	...	...	59	36	...	...
PESHAWAR	AIDED	2	4	122	126	119	84	...	1	48	68	9	...
MOOLTAN	"	4	...	70	70	118	105	...	...	...	70	...	...
JHANG ...	GOVERNMENT	7	...	229	229	238	179	...	...	120	92	17	...
MONTGOMERY	"	2	...	50	50	48	38	...	...	40	...	10	...
D. I. KHAN	"	1	...	101	101	73	56	...	...	98	...	3	...
	Total Government Schools ...	140	131	3,663	3,794	3,842	2,952	...	...	1,365	2,142	203	84
	Total Aided Schools ...	175	32	5,697	5,729	5,586	4,175	...	124	2,052	1,758	1,575	220
	GRAND TOTAL VERNACULAR SCHOOLS	315	163	9,360	9,523	9,428	7,127	...	124	3,417	3,900	1,778	304
	GRAND TOTAL ENGLISH & VERNACULAR SCHOOLS	336	358	10,000	10,358	10,274	7,887	636	304	3,417	3,905	1,778	317

FORM No. 5.

and Vernacular) for the official year 1883-84.

Number of Scholars on 31st March learning							Expenditure							Annual cost of educating each scholar		Number passed	
English	Urdú	Persian	Hindí (Nágrí)	Hindí (Lande, Mahájani, &c.)	Arabic	Sanskrit	Grants from Provincial Revenues	Local rates or cesses	Endowments	Fees	Municipal grants	Other sources	Total	Total cost	Cost to Government	Upper Primary School Examination	Lower Primary School Examination
8a	8b	8c	8d	8e	8f	8g	9a	9b	9c	9d	9e	9f	9	10	11	12	13
...	...	...	53	...	...	1	168	...	...	...	72	120	360	6 3	2 14	...	...
...	...	...	139	...	...	...	114	146	...	...	130	...	390	2 11	0 13	...	..
2	24	2	...	...	...	...	175	...	...	...	...	235	410	14 2	6 0	...	2
2	24	2	139	...	...	..	289	146	...	..	130	235	800	4 10	1 11	...	2
...	...	..	37	...	...	...	...	110	...	...	82	...	192	4 15	...	...	...
1	482	73	225	*997	...	...	5,144	...	545	...	2,331	3,877	11,897	7 2	3 1	...	...
1	482	73	262	997	...	...	5,144	110	545	...	2,413	3,877	12,089	7 1	3 0	...	...
...	45	1	...	...	...	...	...	*150	...	...	86	...	236	5 2	...	...	...
...	637	30	243	...	..	...	1,145	2,390	...	...	1,147	...	4,682	5 6	1 5	5	7
...	98	..	15	...	..	...	...	121	...	...	649	...	770	6 3	...	...	3
3	488	16	136	†396	...	...	2,411	...	...	...	120	8,371	10,902	12 5	2 12	9	11
3	586	16	151	396	...	...	2,411	121	...	...	769	8,371	11,672	11 9	2 6	9	14
...	90	17	146	9	...	7	420	85	...	...	558	...	1,063	4 9	1 13	...	...
...	194	...	...	*196	...	...	360	...	...	8	...	2,626	2,994	8 9	1 0	...	3
...	284	17	146	205	...	7	780	85	...	8	558	2,626	4,057	6 15	1 5	...	3
...	77	10	73	...	...	2	261	309	251	...	211	213	1,245	8 5	1 12	...	5
...	166	11	160	814	130	...	1,347	720	...	...	1,020	3,277	6,364	5 14	1 4	...	...
...	43	...	...	472	43	...	737	511	...	...	...	...	1,248	2 12	1 10	...	...
...	36	...	...	*59	36	...	...	282	...	...	...	...	282	4 15	...	...	...
...	69	11	...	57	...	...	...	660	...	...	...	1,759	2,419	20 5	5 9	...	...
...	70	...	...	...	...	...	300	...	...	...	150	419	869	7 6	2 9	...	...
...	92	...	...	137	...	...	...	247	...	...	420	...	667	2 13	...	...	...
...	...	...	...	50	...	...	...	...	...	...	120	...	120	2 8	...	...	...
...	...	...	52	49	...	...	...	...	...	...	197	99	296	4 1	...	...	...
...	2,236	211	1,122	304	369	161	2,224	8,190	251	1	7,809	528	18,994	4 15	0 9	14	35
24	1,903	145	1,076	2,945	173	...	16,568	1,231	682	115	3,693	39,530	61,819	11 2	3 0	11	21
24	4.139	356	2,198	3,249	542	161	18,792	9,421	933	116	11,493	40,058	80,813	8 9	2 0	25	56
839	4,347	427	2,221	3,253	563	161	52,991	9,421	933	25,019	12,713	65,156	1,66,233	16 3	5 2	47	130

* Gurmukhi.
† 342 do.

Statistical Return of Schools for Special or

DISTRICT	NAME OR CLASS OF INSTITUTIONS	Number of Institutions	Total number of scholars on the rolls on 31st March	Average number on the rolls during the year	Average daily attendance	Classification according to Race or Creed of the Scholars on 31st March: Europeans and Eurasians	Native Christians	Hindus	Muhammadans	Sikhs	Others
1	2	3	4	5	6	7a	7b	7c	7d	7e	7f
	A.—SCHOOL OF ART—										
LAHORE ...	GOVERNMENT	1	62	58	50	...	4	15	30	13	...
	B.—MEDICAL SCHOOLS—										
LAHORE ...	GOVERNMENT	1	159	166	158	2	8	87	45	17	...
	D.—NORMAL SCHOOLS FOR MASTERS—										
DELHI ...	GOVERNMENT	1	57	58	53	...	...	34	21	2	...
AMRITSAR ...	AIDED	1	32	33	29	...	7	11	10	4	...
LAHORE ...	GOVERNMENT	1	75	73	63	...	...	30	38	7	...
RAWALPINDI	"	1	42	31	30	...	...	14	20	8	...
	Total Government Schools	3	174	162	146	...	...	78	79	17	...
	Total Aided Schools	1	32	33	29	...	7	11	10	4	...
	TOTAL NORMAL SCHOOLS FOR MASTERS ...	4	206	195	175	...	7	89	89	21	...
	E.—NORMAL SCHOOLS FOR MISTRESSES—										
DELHI ...	AIDED (FOR NATIVES)	3	61	46	37	...	22	39	...	...	...
	" (FOR EUROPEANS AND EURASIANS) ...	1	4	2	2	4	...	..	...	...	...
	TOTAL FOR THE DISTRICT ...	4	65	48	39	4	22	39	...	...	...
AMRITSAR ..	AIDED	1	36	35	29	...	...	10	14	12	...
LAHORE ...	"	1	90	85	66	...	...	41	35	14	...
	Total Aided Schools (for Natives) ...	5	187	166	132	...	22	90	49	26	...
	Total Aided Schools (for Europeans and Eurasians)	1	4	2	2	4	...	...	...	...	...
	TOTAL NORMAL SCHOOLS FOR MISTRESSES ...	6	191	168	134	4	22	90	49	26	...
	F.—INDUSTRIAL SCHOOLS—										
DELHI ...	AIDED	1	19	21	18	...	...	...	19	...	...
HOSHIARPUR	GOVERNMENT	1	31	34	28	...	1	...	28	...	2
LAHORE ...	"	1	36	36	34	...	...	2	33	1	..
	" (AGRI-HORTICULTURAL SOCIETY'S GARDEN SCHOOL)	1	12	12	12	...	...	...	12	...	...
	Total Government Schools	3	79	82	74	...	1	2	73	1	2
	Total Aided Schools	1	19	21	18	...	...	...	19	...	...
	TOTAL INDUSTRIAL SCHOOLS ...	4	98	103	92	...	1	2	92	1	2
	GRAND TOTAL ...	16	710	690	609	6	42	283	305	78	2

FORM No

Technical Training for the official year 1883-84.

Number of Scholars on 31st March learning										Expenditure							Annual cost of educating each Scholar		Remarks
English	Urdú	Hindí (Nágrí)	Hindí (Gurmukhí)	Arabic	Persian	Needle-work	Carpet-weaving, Lángí and Darí making	Carpentry	Saddlery	Grants from Provincial Revenues	Local rates or cesses	Endowments	Fees	Municipal grants	Other sources	Total	Total cost	Cost to Government	
8a	8b	8c	8d	8e	8f	8g	8h	8i	8j	9a	9b	9c	9d	9e	9f	9	10	11	12
62	...	...	...	...	...	...	...	16	..	14,476	...	...	...	...	...	14,476	249 9	249 9	Moulding ... 4 Wood-engraving ... 2 Drawing ... 62 Lithographing ... 6 Glass work... 8 Decoration 10
77	82	...	...	...	...	...	...	...	...	50,404	...	...	...	3,502	2,074	55,980	337 13	308 10	
...	57	...	...	...	57	...	...	...	..	1,222	3,529	...	...	...	...	4,751	81 15	21 1	
17	32	...	...	16	32	...	...	...	...	2,700	...	...	80	...	5,630	8,410	254 13	81 13	
...	75	...	...	...	75	...	...	...	...	871	2,513	...	...	...	...	3,384	46 6	11 15	
...	42	...	...	..	42	..	...	...	...	985	2,843	...	...	...	...	3,828	123 8	31 12	
...	174	...	...	...	174	...	...	...	...	3,078	8,885	...	...	...	...	11,963	73 14	19 0	
17	32	...	..	16	32	...	...	...	...	2,700	...	...	80	...	5,630	8,410	254 13	81 13	
17	206	...	..	16	206	..	...	...	...	5,778	8,885	...	80	...	5,630	20,373	104 8	29 10	
...	10	51	...	...	...	...	...	...	...	480	...	...	...	...	728	1,208	26 4	10 7	
4	4	4	..	...	...	..	...	...	.	360	...	...	135	...	846	1,341	670 8	180 0	
4	14	55	...	...	...	...	...	...	...	840	...	...	135	...	1,574	2,549	53 2	17 8	
...	14	10	12	...	14	...	...	...	...	4,693	...	...	...	...	...	4,693	134 1	134 1	
...	15	36	29	...	20	..	...	...	...	5,470	...	...	...	...	...	5,470	64 6	64 6	
...	39	97	41	...	34	...	...	...	...	10,643	...	...	...	...	728	11,371	68 8	64 2	
4	4	4	...	...	...	...	...	...	...	360	...	...	135	...	846	1,341	670 8	180 0	
4	43	101	41	..	34	...	...	...	..	11,003	...	...	135	...	1,574	12,712	75 11	65 8	
...	...	...	...	...	...	19	...	...	...	180	...	..	...	...	536	716	34 1	8 9	
...	...	...	...	...	...	31	...	...	...	...	...	...	...	...	360	360	10 9	...	
...	6	...	...	...	6	7	20	5	1	...	384	...	...	715	...	1,099	30 8	...	
12	12	...	...	...	...	...	...	...	...	120	...	...	...	...	120	240	20 0	10 0	
12	18	...	...	...	6	38	20	5	1	120	384	...	...	716	480	1,699	20 11	1 7	
...	...	...	...	...	...	19	...	...	...	180	...	..	...	...	536	716	34 1	8 9	
12	18	...	...	..	6	57	20	5	1	300	384	...	...	715	1,016	2,415	23 7	2 14	
172	349	101	41	..	246	57	20	21	1	81,961	9,269	...	215	4,217	10,294	1,05,956	153 9	118 13	